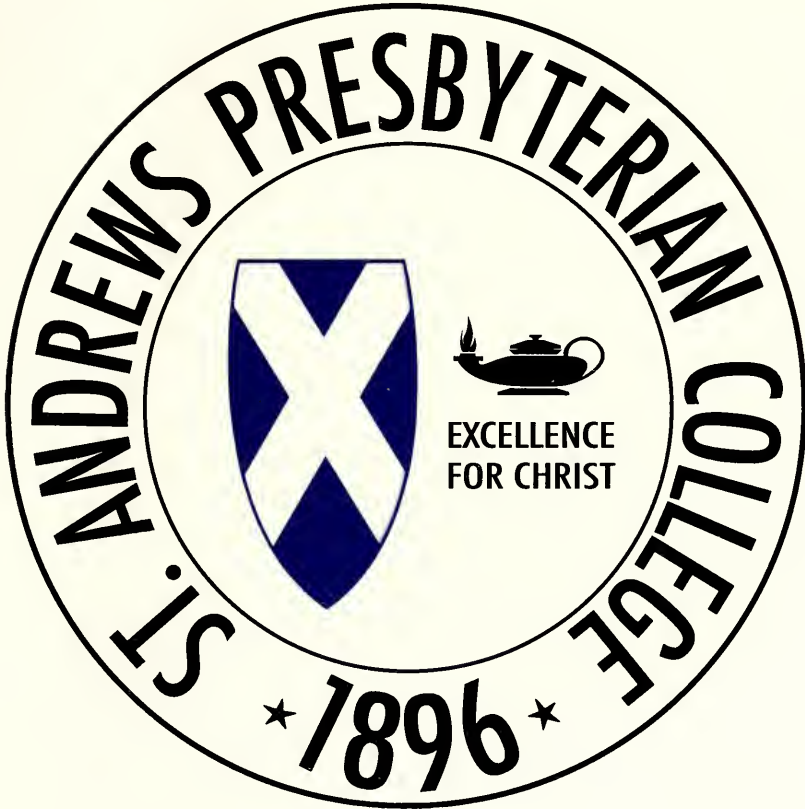


MARY McDONALD

2006-07

# St. Andrews

## PRESBYTERIAN COLLEGE



## ACADEMIC CATALOG

### 2006-2007

# Presidents of St. Andrews Presbyterian College and its Predecessor Institutions

## **Flora Macdonald College and its predecessors**

Charles Graves Vardell  
1896-1930

Henry G. Bedinger  
1930-48

Marshall S. Woodson  
1949-60

Charles Gildersleeve Vardell  
1960-61

## **Presbyterian Junior College for Men**

Randall A. McLeod  
1929-32

Robert G. Matheson, Jr.  
1932-34

Philip C. Adams  
1934-39

Louis C. LaMotte  
1939-61

Ansley C. Moore, D.D.

1960-1969

Donald J. Hart, Ph.D.

1969-1975

Alvin B. Perkinson, Jr., B.A.

1975-1987

Thomas L. Reuschling, D.B.A.

1988-1994

Warren L. Board, Ph.D.

1994-2000

Douglas W. Hix, Ph.D.

2000-2001

John Deegan, Jr., Ph.D.

2002-

# St. Andrews Presbyterian College Academic Catalog

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# Academic Calendar

## FALL 2006

Friday, Saturday, Sunday	August 18-20	New Student Orientation
Monday	August 21	Registration
Tuesday	August 22	First Class Day
Thursday	August 31	Last day to add a Demi Semester One or Semester long course. Last day to drop a Demi Semester One or Semester long course without a grade of W. (After this date, there will be a \$10 charge to add and a \$5 charge to drop).
Friday	September 1	Grades of W begin
Friday	September 8	Last day to withdraw from a Course with a W grade for Demi-Semester One.
Thursday	September 14	Check Points Due
Monday – Wednesday	Sept 25 – Sept 27	Pass/Fail for Demi Semester One Courses
Wednesday	September 27	Spring and Summer Semester Incompletes become F if not removed
Friday – Tuesday	October 6 - 10	Fall Break
Wednesday	October 11	Classes Resume
Friday	October 13	Demi Semester One ends
Monday	October 16	Demi Semester Two begins
Wednesday	October 18	Last Day to add Demi Semester Two course; last day to drop a Demi Semester Two course without a grade of W. (After this date, there will be a \$10 charge to add and a \$5 charge to drop).
Thursday	October 19	W grades begin for Demi Two
Friday	October 20	Mid Semester Grades Due & Final grades for Demi One
Friday	November 3	Last day to withdraw from a course with a W grade for Demi Semester Two and Semester long courses
Monday, Tuesday	November 6 -7	Pass-Fail for Demi Semester Two and Semester long courses

Tuesday	November 7	Check Points Due
Wednesday	November 8	Advanced Registration for Spring 2007
Thursday, Friday	November 9, 10	Pass-Fail for Demi Semester Two and Semester long courses
Wednesday – Sunday	November 22-26	Thanksgiving Break
Wednesday	December 6	Last Class Day Semester
Thursday	December 7	Study Day
Friday - Wednesday	December 8-9; & 11-13	Final Examinations
Thursday	December 14	Dorms close; 10:00 a.m.
Friday	December 15	Grades due (12:00 noon)

## SPRING 2007

Monday	January 8	New Student Orientation
Tuesday	January 9	Registration
Wednesday	January 10	First Class Day
Wednesday	January 17	Last day to add a Demi Semester One or Semester long course. Last day to drop a Demi Semester One or Semester long course without a grade of W. (After this date, there will be a \$10 charge to add and a \$5 charge to drop).
Thursday	January 18	W grades begin
Tuesday	January 30	Last day to withdraw from a course with a grade of W for Demi Semester One
Friday	February 2	Check Points Due
Monday – Wednesday	February 12 – 14	Pass Fail for Demi Semester One Courses
Tuesday	February 21	Fall Semester Incompletes become F if not removed
Tuesday	February 27	Last Day of Demi One
Thursday	March 1	Demi Semester Two begins
Friday	March 2	Mid semester Grades due for Semester and Final grades for Demi One courses due
Saturday – Sunday	March 3 – 11	Spring Break
Monday	March 12	Classes Resume
Tuesday	March 13	Last Day to add Demi Semester Two course; last day to drop a Demi Semester Two course

Wednesday	March 14	without a grade of "W." (After this date, there will be a \$10 charge to add and a \$5 charge to drop). W grades begin for Demi Two
Wednesday	March 28	Last Day to withdraw from a course with a W grade for Demi Semester Two and Semester long courses.
Monday, Tuesday	April 2, 3	Pass Fail for Demi Semester Two and Semester long courses
Monday	April 2	Check Points due
Monday, Tuesday, Thursday	April 2, 3, 5	Pass Fail for Demi semester Two and Semester long courses
Wednesday	April 4	Advanced Registration
Friday, Monday	April 6-9	Easter Break
Friday	April 27	Last Class Day
Saturday	April 28	Final Examinations
Monday-Thursday	April 30- May 3	Final Examinations
Thursday	May 3	Senior Grades due 10 a.m.
Friday	May 4	Baccalaureate
Saturday	May 5	Commencement
Monday	May 7	Grades Due

## Short Calendar for 2007-2008

### FALL 2007

Friday, Saturday, Sunday	August 17-19	New Student Orientation
Monday	August 20	Registration
Tuesday	August 21	First Class Day
Friday – Tuesday	October 5-9	Fall Break
Wednesday	October 10	Classes Resume
Friday	October 12	Demi Semester One Ends
Monday	October 15	Demi Semester Two Begins
Wednesday – Sunday	November 21-25	Thanksgiving Break
Wednesday	December 5	Last Class Day
Thursday	December 6	Study Day
Friday-Wednesday	December 7-8; & 10-12	Final Examinations

### SPRING 2008

Monday	January 7	New Student Orientation
Tuesday	January 8	Registration
Wednesday	January 9	First Class Day
Tuesday	February 26	Demi Semester One

Wednesday	February 27	Ends
		Demi Semester Two
Saturday – Sunday	March 1 – March 9	Begins
Monday	March 10	Spring Break
Friday – Monday	March 21-24	Classes Resume
Tuesday	March 25	Easter Break
Friday	April 25	Classes Resume
		Last Class day
Saturday – Thursday	April 26 – May 1	Demi two
Friday	May 2	Final Examinations
Saturday	May 3	Baccalaureate
		Commencement



# St. Andrews Presbyterian College

## 2006-2007 Academic Catalog

This catalog is prepared to furnish information about the College. The College reserves the right to make changes in curriculum, regulations, fees, and other items in this catalog. Descriptions in this catalog are subject to change without notice and thus may not be regarded as legally binding obligations.

Although College faculty and staff can assist students in understanding this catalog, in the final analysis each student is responsible for knowing and following the College's degree requirements and regulations.

### **Laurinburg Campus:**

1700 Dogwood Mile

Laurinburg, North Carolina 28352

(910) 277-5000

### **Sandhills Campus:**

3395 Airport Road

Pinehurst, North Carolina 28374

(910) 695-3888

### **College Information:**

Phone (910) 277-5000 • fax (910) 277-5020

E-mail: [info@sapc.edu](mailto:info@sapc.edu) • Website: [www.sapc.edu](http://www.sapc.edu)

## **Statement of Equal Employment Opportunity and Nondiscrimination**

Recognizing that equality is a fundamental goal in a democratic society, St. Andrews Presbyterian College, on the basis of its purpose and principles, commits itself legally and morally to achieving that equality for members of its community. The College affirms the dignity and worth of each individual and treats each member, employee and applicant for employment on the basis of merit, experience and other work-related criteria without regard to race, color, religion, sex, national origin, ancestry, age, disability, or any other protected class under relevant state and federal laws.

It is the policy of the College to ensure that equal opportunities exist for all employees within the institution and in all hiring practices. This policy of equal opportunity and non-discrimination applies to every facet of personnel administration, including, but not limited to: recruitment, recruitment advertising, employment, training, assignment, pay and other forms of compensation, promotion, demotion, transfer, leaves, tuition reduction and other forms of educational assistance, retention and discharge of employees.

The policy also applies, insofar as the law allows, to the administration of its educational policies, admissions policies and scholarship and loan programs and to the housing of students.

## **Family Educational Rights and Privacy Act of 1974**

The College conforms to the Family Educational Rights and Privacy Act of 1974, as amended. In general, personally identifiable information can be disclosed to persons outside the College only with the written consent of the student or alumnus/alumna involved.

A brochure entitled *Your Educational Rights* is available setting forth the specific College policies concerning:

1. Disclosure of information to persons outside the College;
2. Disclosure of information to persons within the College;
3. Permitting students to inspect and review records;
4. Providing students with the opportunity to seek the collection of their records.

The complete confidentiality statement is available in the student handbook, *The Saltire*.

## **Drug-Free Workplace**

It is the policy of the College to maintain a drug-free workplace and educational environment. Accordingly, all employees and students are prohibited from using, distributing, manufacturing or possessing controlled substances of any kind on the premises of the College.

Each student is held accountable to *The Saltire*, the student handbook.

Each employee must, as a condition of employment, comply with this policy and notify his or her immediate superiors of any conviction of a drug charge which results in a violation of the College's drug-free workplace policy. Such notification shall be made no later than five (5) days after such conviction. The College will notify any appropriate federal agency or office from which it receives grants, loans or any other financial support within ten (10) days from notification of an employee's drug conviction.

Within thirty (30) days of receiving the notice referred to in paragraph 2 above, the College will discipline any employee who is convicted of a drug charge in violation of this policy. Disciplinary action may include suspension from or termination of employment or any other remedy deemed feasible by the College. Among other things, the College may require the convicted employee to participate in a drug abuse assistance or rehabilitation program approved for such purposes by appropriate federal, state or local agencies, as a condition for continued employment.

From time to time, the College will establish drug-free awareness programs to inform the employees about this policy, the dangers of drug abuse in the workplace and available drug counseling, rehabilitation and assistance programs.

## **Heritage of St. Andrews**

St. Andrews Presbyterian College was formed through the merger of two Presbyterian-related colleges: Flora Macdonald College in Red Springs, NC (founded for women in 1896) and Presbyterian Junior College for Men in Maxton, NC (founded in 1928). Created as a residential, coeducational, senior college of arts and sciences, a new campus for the consolidated college was constructed in Laurinburg, NC, and instruction was initiated at that site in 1961. The name of the college was chosen to memorialize our founding by Presbyterians and the establishment of that denomination in Scotland, celebrate the commitment of Scots and Presbyterians to promoting educational excellence, and identify it with the University of St. Andrews, a leader in higher education in Scotland.

True to our foundational heritage, St. Andrews is a student-centered institution of higher learning. At St. Andrews, our first priority is our students and we take teaching and learning seriously. Our academic standards and expectations are high, and we pursue academic excellence with determination and vigor. We labor diligently to assist each student to achieve academic success and meet personal goals, and we enjoy uncommon success in helping to transform the lives of our students for the better. We intentionally emphasize the development of the whole person – intellectually, socially, and spiritually – so students may achieve their fullest potential and become contributing members of society. We emphasize



interdisciplinary study and the acquisition and mastery of communication skills, analytical techniques, problem solving strategies, leadership skills, and creative expression. And, we are a college where a sense of community and compassion prevails, where nurturing is a common feature of the educational process, and where all members contribute legitimately to the maintenance of a true teaching and learning environment.

## **Mission Statement**

The mission of St. Andrews Presbyterian College is to liberally educate its students, instill in them the readiness for a lifetime of learning, acquaint them with those abilities, characteristics, and values that distinguish human beings at their best, and enhance their potential to make a difference for the better in this world.

## **Community of Learning**

St. Andrews Presbyterian College is a residential, coeducational, church-related institution awarding baccalaureate degrees in a wide variety of arts and sciences disciplines. The College also offers a number of nonresidential undergraduate degree programs, certification programs, and special training programs for non-traditional students.

St. Andrews promotes a community of learning by purposely striving to break down intellectual and interpersonal barriers. In its academic programming, the College builds bridges across disciplines, developing students' abilities to understand the multiple perspectives necessary for addressing complex problems. Members of the faculty work cooperatively as teachers, mentors, and advisors while maintaining a commitment to scholarship and professional development in their disciplines. Through its integrated core curriculum, the College strives to graduate informed, articulate individuals, who are able to live and work productively in an expanding global community. Major programs further provide students with a depth of knowledge and with proficiency in the tools and techniques of a selected academic discipline, supplemented by an awareness of the questions of value implicit in all vocations.

As a college in voluntary relationship with the Presbyterian Church, St. Andrews embraces values deeply rooted in the Christian tradition: respect for the dignity of all persons; responsibility for our natural and social environments; and openness toward dialogue with other faith traditions. True to the historical Presbyterian commitment to intellectual inquiry, St. Andrews views critical exploration in all disciplines as compatible with faithful living, insisting that faith is informed, shaped, and strengthened by knowledge, and that knowledge without faith is like a ship embarked on a journey without a rudder.

St. Andrews understands genuinely successful academic communities to be inclusive and student-centered, and our campus is largely accessible to students with physical disabilities. Responding to the needs of diverse learning constituencies, the College offers educational and residential environments which enhance the academic enterprise through an array of career, technological, and other support services. Due regard for healthy life-styles and physical well-being is encouraged through athletic programs and the core curriculum. The College builds bridges to communities and the world of work beyond the campus, promoting experiential and service learning through internships, community service activities, and international travel/study opportunities.

Finally, St. Andrews builds bridges to the future, believing that both institutions and individuals require openness and flexibility to adapt to rapid change. The College therefore engages in systematic self-evaluation in order to maintain dynamic and relevant programs. It further encourages all members of its community to practice habits of lifelong learning and personal growth.

# About St. Andrews

## Accreditation

St. Andrews Presbyterian College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award baccalaureate degrees.

In addition, the College is accredited by the National Council for the Accreditation of Teacher Education and the North Carolina Department of Education.

The College is a member of North Carolina Independent Colleges and Universities, the Association of Presbyterian Colleges, the Council of Independent Colleges and the Association of Collegiate Business Schools and Programs. The College's women graduates qualify for membership in the American Association of University Women.

## The Students

St. Andrews students hail from throughout the United States and from many foreign countries. Together they create a cosmopolitan atmosphere in an academic community that challenges them to do their best in intellectual pursuits, creative endeavors, and service to others.

## The Faculty

Of the full-time teaching faculty, 80% hold the earned doctoral or appropriate terminal degree. Their first priority is to deliver quality teaching and effective advising. They are also accomplished scholars and actively contribute to the local community. A student-to-faculty ratio of 13:1 facilitates the highly interactive approach to teaching and learning that characterizes St. Andrews. A commitment by the faculty to interdisciplinary teamwork in the teaching of the general education program and in other academic programs enhances the vitality and appeal of the educational experience at St. Andrews. Many of the faculty have lived, traveled or studied in Europe, Africa, Asia and Latin America. Others bring to their classrooms varied insights, applications and connections from previous work and service experiences.

## Location

St. Andrews is located on the south side of Laurinburg, a community of 18,000 people. The city is located at the junction of U.S. Routes 401, 15-501, and 74.

Three times an "All-America City," and the county seat of Scotland County, Laurinburg offers students a pleasant setting for study and recreation, where they enjoy a climate similar to that of the nearby resorts of Southern Pines and Pinehurst. Spectacular mountains and magnificent beaches are within easy driving distance.

## About the Campus

Leading educational consultants worked with architects and landscape designers to translate contemporary Christian educational philosophy into modern construction. The campus architecture won its architects a first-place citation in national competition.

Campus buildings are grouped on opposite banks of the 70-acre Lake Ansley C. Moore, with many acres of forested land also comprising the campus.

## Assessment

The College is committed to a process of continuous institutional self-examination at all



levels and in all areas, both academic and administrative. The reason for this process is to provide a documented record of the College's degree of success in attaining its stated purpose, to identify those areas of weakness requiring improvement, and to implement those changes necessary to achieve institutional goals and improve educational programs, services and operations. The College's program of assessment is both systematic and comprehensive, utilizes quantitative and qualitative means of assessment, and plays a critical role in the institutional planning process.

## Admission

### Admission Requirements

First-year and transfer students may be admitted for both Fall and Spring terms. St. Andrews accepts students with high abilities and also those with high potential. The Office of Admission seeks to ensure that candidates for admission possess the characteristics and skills necessary for success at St. Andrews. The College accepts students who are otherwise admissible without regard to age, disability, national and ethnic origin, race, religion, or sex. Prospective students are encouraged to visit the campus to discuss the College and its programs and to share their personal goals through an official admission interview. To schedule an appointment with the Office of Admission, students should call 1-800-763-0198. Each student should submit an application for admission and a \$30 application fee. An online version of the application is available at [www.sapc.edu](http://www.sapc.edu). St. Andrews operates on a rolling admission plan and will accept applications as long as space is available. Students are notified of admission as their files are completed and decisions are made. An enrollment deposit of \$200 is required. Deposits are refundable until May 1.

To complete the application for admission, all first-year students must request an official high school transcript and scores from the Scholastic Aptitude Test (SAT) or the American College Testing Assessment Program (ACT). The report should be sent directly to St. Andrews through the appropriate testing report service or as a part of the high school transcript. The transcript should be sent directly to the St. Andrews Office of Admission, 1700 Dogwood Mile, Laurinburg, NC 28352.

**Applicants must satisfactorily complete at least 11 of the following recommended high school courses:**

1. Four units of English.
2. Two units of the same foreign language.
3. Three units of mathematics, including two of algebra and one of geometry.
4. Two units of social sciences.
5. Three units of science.
6. Two units of electives.

Students are normally admitted if they have met the above course requirements, are in good standing, have earned a cumulative high school G.P.A. of 2.5 or above on academic courses, and have an SAT score of 850 or above or an ACT score of 18 or above. Applicants who do not meet the above criteria are considered on an individual basis, with the consideration of a variety of factors. Final decisions are made by a faculty committee.

Students who have received high school equivalency certification based on the General Education Development (GED) test may be considered for admission. These students should submit a request for official transcripts from all high schools attended and should also request a copy of the GED certificate. SAT or ACT score reports may also be required, as well as a teacher or counselor recommendation. All official documents, including the GED certificate, should be mailed directly to the St. Andrews Office of Admission.

Students educated in home school and non-traditional settings will be considered for admission. The admissions office may request submission of completed work, portfolio, test scores, and other information to make a decision on the application in addition to SAT or ACT scores.

An official final high school transcript, as indicated by the high school seal and the signature of an authorized school official, must be in each student's file. The transcript should be sent directly to the St. Andrews Office of Admission and will be forwarded to the Office of the Registrar, in compliance with federal enrollment guidelines.

## **Transfer Admission**

Students may transfer to St. Andrews for the Fall or Spring semester. In addition to the high school transcript and SAT or ACT scores, transfer students must submit official transcripts from all colleges attended, in compliance with federal enrollment guidelines. Students must also submit a Dean's Questionnaire for Transfer Students, completed by the Dean at the last college he/she attended. This form is available online.

Students who have earned 60+ hours transferable credit or are 23 years or older do not need to submit high school records.

Prospective transfer students who have earned a minimum 2.5 G.P.A. with at least 12 college credits are normally accepted. Applicants whose G.P.A. is below 2.5 will be considered on an individual basis. All transfer applicants must be in good standing at the college last attended as evidenced by a completed Dean's Questionnaire for Transfer Applicants. Transfer credits from other regionally accredited institutions will be granted in full, provided that the courses taken correspond to work offered at St. Andrews. Courses passed with grades of C- or below are accepted in transfer only if the student's overall G.P.A. is 2.0 or above. A maximum of 65 credits may be transferred from a two-year and/or technical college; a maximum of 90 credits may be transferred from a four-year institution or from a combination of the two. Final authority for transcript evaluation rests with the Office of the Registrar. It is the prerogative of individual departments to decide what previously taken courses will count towards a major or licensure program. Students are responsible for conferring with their academic advisors to determine the most appropriate means of satisfying major/licensure requirements.

St. Andrews Presbyterian College and the North Carolina Community College System have an articulation agreement. An incoming transfer student who has earned an Associate in Arts or Science from a member of the North Carolina Community College System may expect to be a junior (up to 64 credits) upon admission if the student's overall grade point average is 2.0 and grades of C or better on all coursework have been earned. New transfers coming from the NC Community College System with an Associate in Arts or Science will be considered to have fulfilled our lower-division, institution-wide general education requirements. Students must have an overall grade point average of 2.0 and have earned a grade of C or better on all general education courses. An additional 20-21 semester hours of approved electives may also be transferred, with the same criteria as above. Students that do not complete a degree at a North Carolina Community College but who have fulfilled the General Education requirements will be considered to have fulfilled our lower division, institution-wide general education requirements, provided the student's overall G.P.A. is 2.0 and all coursework has earned a grade of C or better. Those students will be awarded credit for any general education course.

St. Andrews Presbyterian College is under no obligation, legal or otherwise, to accept academic credits of any institution except under reciprocal agreements.

## **Second Degrees**

If a student has a Bachelor's degree from another college, he or she may earn a second Bachelor's from St. Andrews. St. Andrews graduates may come back as special non-degree seeking students and take additional courses.

A student may earn a Bachelor's degree from St. Andrews if he or she has received a Bachelor's degree from another accredited college within the previous five years by completing the following: all graduation requirements for a major, SAGE 381, SAGE 400, and complete a minimum of 30 credits at St. Andrews.

## **International Student Admission**

The United States Citizenship and Immigration Services, USCIS, requires St. Andrews to certify that international students who have been accepted for full-time enrollment have sufficient funds to meet all expenses, including: tuition, room and board, insurance, fees, books, and transportation. St. Andrews requires, as part of the application process, a completed Statement of Financial Responsibility and Affidavit of Financial Support from each international student's family. The statement certifies that tuition, room and board, and personal funds are available, and that students are permitted to export and exchange those funds into the United States. The form must be signed by the student, a parent, and a bank official. Students can expect to receive an I-20 form only after acceptance, and the payment of an enrollment deposit of U.S. \$200. Payment of the first semester's total fees must be made prior to the arrival of the student. The student must present the I-20 form to a United States Consulate when applying for a student (F-1) visa. Student visas must be obtained before entering the United States. Enrollment deposits are not refundable after May 1.

## **Requirements for International Students**

Students needing an F-1 Visa for the fall semester must file a complete application by May 1. Students needing an F-1 Visa for the spring semester must file a complete application by October 1.

### **Requirements for admittance of first-year or transfer international students are:**

1. Application.
2. \$30 Application Fee
3. Official transcript in its original language and an official English translation from each secondary school, college and university attended.
4. Complete an evaluation of all academic documents compiled by an independent academic credential evaluation provider. St. Andrews requires all applicants to utilize World Education Services (WES) for this service. Applications for this evaluation may be obtained from the WES website at [www.wes.org](http://www.wes.org). WES requires a fee from the applicant for processing applications.
5. Official report of TOEFL or SAT scores:
  - If English is not your native language, provide evidence of proficiency in the English language by submitting scores on the Test of English as a Foreign Language (TOEFL) taken within 18 months of application. TOEFL is administered by the Educational Testing Service; registration and information are available at [www.toefl.org](http://www.toefl.org).
  - If English is your native language, take the Scholastic Assessment Test (SAT) through The College Board within 18 months of application. The SAT is administered through The College Board with registration and information available at [www.sat.org](http://www.sat.org).

6. Two letters of recommendation, one of which must be from an English instructor, if English is not your native language.
7. Essay on why you wish to study in the US.
8. Complete St. Andrews Immigration Status Form (available on-line).
9. Complete statement of Financial Responsibility and Affidavit of Financial Support (available on-line).

## **St. Andrews Sandhills Campus**

The College offers evening and weekend classes leading to the Bachelor's degree in the St. Andrews, Sandhills Campus Program on the campus of Sandhills Community College in Pinehurst, North Carolina. Classes are scheduled to accommodate the needs of working adults and family members who are unable to pursue a day program. This degree-completion or second-degree program offers four majors and one minor: Applied Social Science (B.A.), Business Administration (B.A.), Business Administration: Specialized Study in Management and Information Technology (B.A.), and Elementary Education (B.A.) and a minor in Counseling Psychology. The Education Program also offers licensure (K-6) to those who have already earned a Bachelor's degree. In addition, students may take courses on a non-degree seeking basis.

Prospective students may request additional information from St. Andrews, Sandhills Campus, Kennedy Hall, 3395 Airport Road, Pinehurst, North Carolina 28374. Specific questions concerning admission or curriculum should be directed to that office by calling (910) 695-3888.

**Students enrolled in the St. Andrews, Sandhills programs may take classes on the Laurinburg (main) campus if they meet the following criteria:**

1. The course will not be offered on the Sandhills campus during that semester and
2. The student has twelve or fewer hours remaining in his/her program of study and needs the course for graduation and
3. The student has received prior approval from his/her advisor, the registrar, and the Sandhills campus director.

Similarly, students enrolled on the main campus may take classes on the Sandhills campus if the course will not be offered on the Laurinburg campus during that semester or the student has less than 12 hours remaining for graduation, and the student has received prior approval from his/her advisor, the registrar and the Sandhills Campus director.

Sandhills students will register at Sandhills and pay the Sandhills tuition. Laurinburg students will register at Laurinburg and pay the Laurinburg tuition. Copies of registration forms and permission forms will be on file at both campuses.

An official final high school transcript, as indicated by the high school seal and the signature of an authorized school official, together with official transcripts from all colleges attended, must be in each student's file. The transcripts should be sent directly to the St. Andrews, Sandhills Campus office, which will then forward them to the Registrar at the Laurinburg Campus for review before the student is allowed to enroll. For further information, please direct questions to the St. Andrews at Sandhills Office (910) 695-3888 or the Office of the Registrar at St. Andrews Presbyterian College (910) 277-5221.

All transfer students who wish to be considered for financial assistance should request a Financial Aid Transcript from all colleges previously attended, even if the student neither requested nor received financial assistance from the college. Financial Aid Transcripts should be mailed directly to the Office of Student Financial Planning, St. Andrews Presbyterian College, 1700 Dogwood Mile, Laurinburg, North Carolina 28352.

All permanent records and files for St. Andrews, Sandhills Campus are kept on the main



campus in Laurinburg. Only advising files are housed on the Sandhills Campus.

## **Requirements for Students at St. Andrews, Sandhills Campus**

Students must submit the St. Andrews, Sandhills Campus Application for Admission, together with a \$30 application fee.

Prospective Sandhills Campus students must have completed either a Bachelor's degree, or an Associate degree in an approved major, or a minimum of 60 acceptable semester hours of credit (equivalent to 90 quarter hours). The degree or credits must be earned from a regionally accredited institution. Applicants should submit an official transcript from each post-secondary institution attended; composite transcripts are not acceptable. Students currently enrolled must submit an official partial transcript at the time of application.

Transfer credits from other regionally accredited institutions will be granted in full, provided that the courses taken correspond to work offered at St. Andrews. Courses passed with grades of C- or below are accepted in transfer only if the student's overall G.P.A. is 2.00 or above.

A maximum of 65 credits may be transferred from a two-year and/or technical college; a maximum of 90 credits may be transferred from a four-year institution or from a combination of the two. Exceptions to this rule may be granted by the Sandhills Director if a student needs to complete a requirement for admission and the course is currently not being offered at the Sandhills campus.

**Before being accepted at St. Andrews, Sandhills Campus, it is recommended that students have completed:**

1. Two courses — 6 semester hours — in English composition;
2. One course in Creative Arts (art, music, or theater);
3. One course in Humanities Perspectives (literature, philosophy, or religion);
4. One course in Historical Perspectives (history);
5. One course in Natural Sciences (biology, chemistry, or physics);
6. One course in Quantitative Reasoning (specified mathematics courses);
7. One course in Social/Behavioral Perspectives (psychology, economics, sociology or political science);
8. Two courses in one foreign language at the college level or 2 years in one foreign language at the high school level.

**Some academic majors have established additional course requirements:**

1. Bachelor of Arts in Business Administration - Principles of Accounting I, II; microeconomics and macroeconomics; and Introduction to Computers.
2. Bachelor of Arts in Applied Social Science - Introduction to Psychology and Introduction to Computers.
3. Bachelor of Arts in Elementary Education - Introduction to Psychology and Introduction to Computers.
4. Management and Information Technology, Specialized Program of Study - Principles of Accounting I, microeconomics, and Introduction to Computers.

All admission documents must be mailed directly to the St. Andrews, Sandhills Campus Office. When all required materials have been received, they are forwarded to the Registrar for transfer evaluation. Notification of acceptance will be mailed to the student after the evaluation is completed.

If a student is given permission to take a course at the campus which is not his or her home campus, the student must register for the course at his or her home campus.

## **Special Admission Non-Degree Seeking Students**

Individuals who do not wish to pursue a degree may apply and be accepted as non-degree seeking students. A high school diploma is not required for non-degree status; however, students who have graduated from high school within the last two years generally are not admitted as non-degree students, but instead must meet regular admission standards as outlined above for new students. Students under academic and/or disciplinary suspension or probation from this or any other institution may not be admitted in this category.

## **Readmission of Former Students**

Students who have been absent from St. Andrews for one semester or longer must reapply for readmission. The application for readmission is available in the Registrar's Office and must be returned, accompanied by a \$100 fee, for routing to the Associate Dean for Academic Affairs. The fee is non-refundable even if the applicant cancels. Students who have withdrawn voluntarily, while in good standing, will normally be readmitted to the College upon receipt of the application and fee for readmission.

Students who withdraw and/or have been suspended from the College while not in good standing must produce evidence of having corrected any academic, social, or other non-academic deficiencies before their application for readmission is considered. The College reserves the right to determine the suitability of such evidence. Readmission is never automatic. Students who are readmitted after being formally separated from the College must satisfy the graduation and program requirements as specified in the catalog which is in effect at the time of readmission.

Students who have attended other colleges or universities must have a complete and official transcript of that college credit on file in the St. Andrews Office of the Registrar by the registration day of the semester in which they plan to enroll.

St. Andrews at Sandhills students need to contact the Director of the St. Andrews at Sandhills program on the Sandhills campus to inquire about readmission.

## **Visiting Students**

A student may be admitted to St. Andrews as a visiting student from another accredited college or university. The visiting student is required to present certification from an authorized person of the other institution (i.e.: registrar, director of admission, vice president of enrollment, etc.) stating that the student is in good standing at the other institution. The student is encouraged to obtain prior approval for credit transfer from St. Andrews to the currently attended institution. Questions concerning the transfer of credits should be directed through the Office of the Registrar, (910) 277-5221.

## **Student Life and Resources at St. Andrews**

Life beyond the classroom at St. Andrews is also exciting and meaningful. Opportunities abound for students to enrich their educational experiences in this living and learning environment through extracurricular and recreational activities, residence hall programs, athletics and intramurals, social events, clubs and organizations, student governance programs, volunteer service, religious and spiritual programs, and leadership activities. In addition to activities and events, a broad range of services is offered to support the academic program.

## **St. Andrews Community Honor Code**

St. Andrews Presbyterian College is not only a place of learning, it is also a community of learners. The difference is that in a collegiate community, members are committed to

pursuing their individual purposes in accord with those of others and in integrity with the Statement of Purpose of the College.

To realize our community, we must not only trust each other, we must also pledge to be worthy of that trust. For that reason, all of us enter membership in St. Andrews by making this pledge:

**“I promise to be a contributing member of the St. Andrews Presbyterian College Community and supportive of its mission: to be responsible for my choices of behavior, to be honest in all my academic endeavors, to be respectful of the property and person of others, and to live in harmony with the social and natural environments which sustain this community.”**

## **Athletics**

The intercollegiate athletics experience at St. Andrews is designed to complement participating students' academic challenges. St. Andrews intercollegiate athletics offer character-building experiences in team building, selflessness, and courage, experiences that will enhance the total educational process and aid in building life-long team skills for future success.

St. Andrews sponsors 18 sports for men and women: men's basketball, golf, soccer, cross-country, baseball, lacrosse, tennis, track and field, and wrestling; women's basketball, soccer, cross-country, softball, volleyball, golf, lacrosse, tennis, and track and field.

Both men's and women's teams at St. Andrews are members of the National Collegiate Athletic Association (NCAA), Division II, as well as of the Carolinas-Virginia Athletics Conference (CVAC).

St. Andrews is also proud to be the home of a national champion equestrian program, open to both men and women for intercollegiate competition under the IHSA, ANRC, and for recreation.

Varsity athletic teams have been successful in all levels of competition. Students are encouraged to contact the head coach of the sport in which they wish to participate.

## **Career Services**

Career Services provides career counseling and resources to assist students and alumni in achieving their desired career goals. Through a variety of services and personal career counseling sessions, students learn how to present themselves well as they interact with potential employers or graduate school officers. Services offered include: career exploration; graduate school information and planning sessions; workshops; individual sessions on résumé building; interviewing, professionalism and job search strategies.

Career Services also provides information on internship opportunities, participation in state and regional job fairs, current full time and summer employment openings, and on-campus recruiting, as well as a library of career resource and graduate school materials.

Students may begin their career investigation during their first year at St. Andrews. All students are encouraged to begin taking steps toward success after graduation through early and frequent use of Career Services.

## **Counseling Services**

St. Andrews provides confidential personal counseling opportunities to all students at no cost. The mission of counseling services is to assist students in recognizing and meeting the psychosocial challenges that are part of the college experience. Limited counseling for the purpose of referrals is available. Individual counseling is available. Information discussed is

held in strict confidence to the limits provided by law. No record of counseling is made on academic transcripts. Operating hours are Monday-Friday, 9 a.m.- 5 p.m.

Students may seek additional health services, including medication monitoring, from various community providers. These providers will charge for their service. Crisis intervention is provided 24-hours per day in conjunction with the local hospital.

## **Dining At The Crossroads**

The campus cafeteria (called Crossroads and located in the Belk Center) serves three meals daily (brunch on Saturday and Sunday) throughout the regular academic year. In addition to traditional hot meals, cafeteria fare includes a multi-item soup and salad bar, a sandwich bar, burgers, dogs and pizza, and a prepared 'before your eyes' daily special.

All students who live in College residence halls are required to participate in the College meal plan. Exceptions are rarely made and must be accompanied by extensive documented medical dietary requirements that cannot be accommodated by the food service program. Commuter Students, staff and faculty may purchase a long-term meal ticket.

## **Health and Wellness Services**

St. Andrews provides health and wellness education, routine medical and first aid services, and referral services to students. The Student Health and Wellness Center serves as a walk-in clinic for all students. The Clinic is open Monday through Thursday 8:30 a.m. to 4:00 p.m. Emergency care is available after office hours in the local community. Any St. Andrews student may access the Student Health and Wellness Services when they feel assistance is needed to manage their health. Areas include, but are not limited to, illness, injury, physical or emotional stress, concern for pregnancy or sexually transmitted disease, alcohol or drug abuse, diabetes management, immunizations or other vaccines, counseling and/or referral, and international travel preparation. There is no charge for these services; however, if a student's presenting concern requires physician care, or if x-rays, diagnostic tests, prescription drugs, etc., are needed, the student will be referred to a local medical provider of the student's choice. A primary care arrangement, in conjunction with the college health insurance policy, is located within one mile of campus. Scotland Memorial Hospital, located approximately one mile from campus, provides emergency room and hospital services. Most medical specialties are available in the Laurinburg area. The nearest regional medical facility is in Pinehurst, NC, located approximately 30 miles north of the College. All medical services obtained off-campus are each student's financial responsibility.

All degree-seeking students are required to be covered under medical insurance and provide proof of adequate coverage to the Business Office and Student Health and Wellness Services. Information regarding insurance requirements and fees may be found in the 'Financial Planning' section of this catalog.

## **Precautionary Health Care Measures For Travel Abroad**

Three basic premises shape the policy of St. Andrews Presbyterian College concerning the taking of precautionary health care measures for students and faculty engaged in international travel: 1) that students and faculty will encounter situations in international travel which will require them to make advance preparations and take precautionary health care measures; 2) that, in order for those who administer programs to be of the most help to students before, during and after their international travel experiences, students traveling abroad under the auspices of the College's programs must provide information to College officials about their health status; and 3) that those traveling abroad are ultimately respon-



sible for taking their own precautionary health care measures prior to travel and for exercising prudent judgment in reducing risks to personal health and safety while traveling and, as needed, after their return.

## **Disability Services**

The Office of Disability Services is responsible for ensuring that the academic needs of students with disabilities are met. Students with disabilities must register with the Office of Disability Services and complete the eligibility process in order to receive services.

Students who have disability-related housing needs must register for Disability Services and be determined eligible. Detailed information about accommodation needs in housing should be given to the Director of Disability Services. After completion of the eligibility process and verification that the requests are supported by disability documentation, the requests will be submitted to Residential Life.

Students who need to live off campus or in a single room for reasons related to their disability must submit a Housing Accommodation Application, available from Disability Services.

Students who use the services of a state vocational rehabilitation agency are responsible for ensuring the coordination of necessary services. College staff members may advocate on behalf of students, but it is the student's responsibility to maintain documentation and to meet the requirements of state and other agencies. See additional information regarding academic supports for students with disabilities on page 38.

## **Campus Safety and Security**

The Department of Campus Safety and Security ensures that the College community experiences the educational process free from unwarranted concerns for their safety or security. Working within a framework of federal, state, and local laws, the Department also supports and insures compliance with institutional policies and philosophy.

## **Intramurals**

Many students participate in the St. Andrews intramural program, which is active throughout the regular academic year. Intramural competition is sponsored in basketball, billiards, horseshoes, racquetball, ultimate frisbee, bowling and volleyball. Additional activities including board games and various card tournaments are scheduled throughout the year.

## **Religious Life**

St. Andrews is a college of the Church, encouraged by the Presbyterian Church, U.S.A., to pursue truth and critically examine ethical and moral values in rigorous and freeing ways. St. Andrews is not sectarian: it is ecumenical in its outlook and in its commitments. It does not require a religious test of any kind of its students, faculty, or staff. Many religious traditions are represented in the student body. Worship services are open to both the College and the Laurinburg communities. Bible studies, seminars and study groups, retreats, and service events are ways in which beliefs are reflected in action in the College's religious life program. The College employs a College Chaplain to provide support and service to the College community.

## **Residence Life**

St. Andrews in Laurinburg is a residential, liberal arts college, where the daily living environment plays an important role in student learning and development in conjunction with

the academic experience. As a result, all full-time students are required to live and eat on campus. The College will review on a case-by-case basis a special request of a part-time student desiring to reside in the residence halls. It should be noted that a request is rarely granted for less than 12 credit hours. A request through a written statement specifying reasons for living on campus as a part-time student should be submitted to the Dean of Students.

**Exceptions to the on-campus residence policy are granted only to those students who:**

1. Are living at home with their parents or guardians, and who are within commuting distance;
2. Are married, or a parent in custody of children;
3. Are 21 years or older prior to matriculation (enrollment) as a St. Andrews student; or
4. Require personal assistance beyond the ability of St. Andrews to provide.

There are eight residence halls on campus: four multi-story halls; and four single-story halls. Each hall has a large main lounge with a television and microwave. Residence Halls have either seven or eight suites with six or seven rooms, a small common lounge, and a bathroom. Rooms are wired for computer access, a telephone jack for campus and local service.

Live-in Residence Directors (RDs) are professional staff who support and counsel residents, coordinate programming, and advise hall councils. Residence Directors work closely with student leaders to maintain an atmosphere that is conducive to intellectual and academic pursuits, an atmosphere that fosters respect for other residents, as well as for College property and policies.

Residence Halls have live-in Resident Assistants (RAs). These students are selected and trained as peer counselors and peer advisors to individuals and to groups of students. The RA assists in the administrative operations of the hall and helps ensure that the rights of students are protected and not abused by others.

## **Student Activities**

### **Social Events**

Many opportunities for involvement in social activities are provided for St. Andrews students. Catering to a diverse student body, St. Andrews offers something for everyone.

An array of social events sponsored by the Office of Student Activities, residence halls, the Student Activities Union, and other clubs and organizations fill the calendar. Movies, parties, dances, athletic events, performing artists, comedians, coffeehouse entertainment, and novelty/variety shows are all highly anticipated events. Residence halls sponsor annual theme parties that are eagerly awaited.

Farrago, The Knight Life, The Alcove and Granville Beach are specific locations on campus devoted to student entertainment. Belk Main Room and Pate Main Lounge are also utilized.

### **Fortner Writers' Forum**

The Fortner Writers' Forum hosts weekly literary readings for students, faculty, staff, and guests. The Writers' Forum has hosted Tom Wolfe, Donald Keene, Fred Chappell, James Dickey, Reynolds Price, James Laughlin, Robert Creeley, Romulus Linney, Carolyn Kizer, Robert James Waller, and novelist and former St. Andrews professor Clyde Edgerton.

Another valuable component of the Writers' Forum is Open Mic, with an informal question and answer period with the guest writer held after the reading.

## St. Andrews College Press

Leading writers from across the nation and around the world come to St. Andrews, attracted by the activities of one of the finest small presses in the nation. St. Andrews College Press has published more than 130 books since its founding in 1969.

## Student Literary Endeavors

St. Andrews strongly encourages students to produce original works of creative writing. Seniors may participate in the Chapbook Competition, in which the winning student has his or her work published. The St. Andrews literary magazine, *Cairn*, is published annually, and welcomes submissions from writers on the St. Andrews campus and around the nation.

## St. Andrews Highland Players

St. Andrews theatrical and video-producing organization, the Highland Players, offers students performance and production experience in mainstage theatrical productions, student studio performances, video features, and dramatic readings. All students are invited to attend and participate in these events.

## Student Organizations

Clubs and organizations at St. Andrews encompass a variety of interests including academic, athletic, religious, political, and social. Membership in most is open to any interested individual; a few require a selection process. If by some chance a student cannot find a club that meets his/her interest, the Office of Student Activities will assist in organizing one that does.

### Current Campus Organizations Include:

• Athlete Advisory Committee • Black Students Union • Bowling Club • Business Club • The Cairn • Chapbook • Christian Student Fellowship • Dance Team • Eco-Action • Extravaganza Core • Family and Friends • Highland Players • History Club • Horsemanship Club • Lab Assistants Program • Law Club • The Lamp and Shield • The Lance • Leadership Council • Lions Club • Model United Nations • Pathways • Philosophy Club • Psychology Club • Riding Council • SAPC Choir • Spanish Club • Student Activities Union • Student Government Association • Therapeutic Horsemanship Club • World Cultures Club • Writers' Forum

## Leadership Development

Opportunities to enhance leadership skills are also available at St. Andrews. Many positions exist in the Student Government Association ranging from the SGA executive board to the judicial system to residence hall councils. Also, each club and organization has its own set of officers. One of the officers or members of each club is a part of the Leadership Council, which meets monthly to discuss issues facing student organizations, keep open the lines of communication, plan campus-wide programs, and receive on-going leadership training for themselves and their organizations.

## Student Rights and Responsibilities

As members of the St. Andrews community, students have individual responsibilities and expectations. Conditions of membership are written in *The Saltire*, the student handbook. A copy of *The Saltire* is distributed to all students at the beginning of the Fall Semester.

Students are expected to conduct their lives responsibly and with regard for the rights of others.

## **Facilities**

### **DeTamble Library**

DeTamble Library was constructed in 1964 through a legacy to the First Presbyterian Church of Winston-Salem from the estate of Mr. and Mrs. Fred DeTamble and funds from the Z. Smith Reynolds Foundation and the Mary Reynolds Babcock Foundation. The 16,384 square foot structure was enlarged in 1987 to 18,168 square feet with a gift from the Pew Foundation. The building also houses the College Archives, containing materials pertinent to the history of the College, and the Scottish Heritage Center with its displays, resources, materials and artifacts on the Scottish Heritage and traditions of the region.

### **The Liberal Arts Building**

This building is constructed around two lovely courtyards, and houses the office of the president, the office of admission, other administrative and faculty offices, as well as classrooms, art studios, a metal foundry, The Morris Morgan Theatre, the College's computer center, computer laboratories, four multi-media computer classrooms, a commuter student lounge, and a snack bar.

### **Morris Morgan Theatre**

The Morris Morgan Theatre was dedicated in 1997 in honor of Marcus Morrison Morgan (1927-1996). Mr. Morgan was a talented musician, successful businessman, patron of the arts and generous benefactor of the College. Located in the Liberal Arts Building, the Morris Morgan Theatre serves as a venue for theatrical and musical events, as well as other special occasions in the life of the College and the local community.

### **Morgan-Jones Science Center**

Morgan-Jones provides facilities for the College's science programs. The 20,400 square foot John Blue Laboratory dominates the upper level. The Logistics Center, three classrooms, a computer-networking laboratory, the Suzanne Trezevant Little Instrument Center, a biology and chemistry computer graphics laboratory, woodworking and glassblowing shops, and a greenhouse surround the lab. The lower level of Morgan-Jones houses faculty offices, the Anthropology Museum, a sterile culture laboratory, a computer classroom, a multi-media computer classroom, the Psychology Laboratory, a computer laboratory and several classrooms. The Nucleus, a gathering place for science majors, is also located on the lower level.

### **The Vardell Building**

The Vardell Building is named after Dr. Charles G. Vardell, first president of Flora Macdonald College. Vardell houses the Electronic Fine Arts Center, including a studio with digital mixing equipment as well as computer art and video recording facilities. In addition, Vardell contains faculty offices, classrooms, the Hagan Choral Room, the Lindsay Warren Gallery and music practice rooms.

### **The Katherine McKay Belk Bell Tower**

The campus centerpiece, the Katherine McKay Belk Bell Tower houses a 16-bell carillon and is located on Chapel Island. It was given by former College Trustee Thomas M. Belk in honor of his wife, also a former College Trustee.

## **Pate Hall – Academic Resource Center & Student Health and Wellness**

The building is named in honor of Mr. and Mrs. Edwin Pate of Laurinburg, longtime benefactors of the College. The Main Lounge is used for small group meetings such as classes, clubs and/or organizations. One wing of this residence hall houses several services. These include: the duPont Academic Resource Center, funded by a grant from the Jessie Ball duPont Fund; the Student Health and Wellness Center, which opens its doors to students in a supportive and confidential manner; Personal Counseling Services, which provides clinical and professional services with referral to community resources as needed; Career Services, which offers resources and counseling for career exploration and Disability Services, which assists disabled students with academic needs.

## **The William Henry Belk College Center**

Overlooking the lake on the residential side of campus, the William Henry Belk College Center is the hub of campus social life. The Belk Center also houses the Carol Grotnes Belk Main Room, The Alcove, the Gathering Place, the Chapel, a post office, the Student Bookstore, student activity offices, the College cafeteria, Student Affairs offices, and the campus chaplain. The building is named in honor of former trustee William Henry Belk of Charlotte, North Carolina.

## **Residence Halls**

Eight residence halls, single- and multi-story, accommodate 96 to 112 students to a building. The rooms are arranged in suites that house 12 to 16 students each. Suites include bedrooms, a community bathroom, and a lounge. Laundry facilities are located in each residence hall. All residence halls have reception areas and common lounges.

## **The Physical Education Center**

This multi-use building houses Harris Courts, the larger of which is a multipurpose gymnasium that seats 1,400. The indoor O'Herron swimming pool, a gift of the O'Herron family, is available year-round, as are racquetball and handball courts, a game room and the Ullrich Fitness Center. Other facilities include physical education staff offices provided by the McNair family, three classrooms, spacious locker rooms, and accommodations for visiting teams and officials. Outdoor athletic facilities include an all weather track, Clark baseball field, a soccer field, a lacrosse field, a softball field, and a jogging trail. Connected to the Physical Education Center is Burris Hall, current home of the Campus Safety and Security Offices.

## **The St. Andrews Knight**

The St. Andrews Knight, located in front of the physical education building, was a gift from Mr. Irwin Belk. Mr. Belk was one of the college's founding trustees, and is a well-known public servant, philanthropist and friend of higher education. The statue, sculpted by Jon D. Hair, was dedicated on April 25, 2002.

## **St. Andrews Equestrian Center**

The St. Andrews Equestrian Center is located on 300 acres just one mile from campus. This facility includes a 120' x 300' covered arena, five outdoor show and teaching arenas, a dressage arena, a round pen, a hunter trials course, stabling for 90 horses, offices, classrooms and acres of pasture.



# Financial Planning

## Fees and Costs

St. Andrews Presbyterian College is a private institution. Support for all programs is derived from tuition and fees, endowment and gifts from alumni, foundations, the Presbyterian Church (U.S.A.), the Synod of the Mid-Atlantic, individual churches, and other friends of the College.

Annual charges for tuition and fees cover only a portion of overall costs, and remain at the lowest possible level consistent with the quality of St. Andrews educational programs and overall financially responsible management.

## Deposits

Students who plan to enroll at St. Andrews are required to make a \$200.00 admission reservation deposit. This deposit holds the student's place in the entering class. Entering first-year and transfer students should send the deposit as soon as possible after receiving notice of admission to the College in order to guarantee a place in the entering class. The enrollment deposit is not refundable after May 1st. One hundred dollars of this will be credited toward the student's first semester fees, and the other hundred will be used as a security deposit. The security deposit covers any incidental charges, including library late fees, parking fines, etc., and will be refunded following the student's graduation or official withdrawal from St. Andrews. Any final charges will be deducted from the deposit and the balance will be refunded to the student.

Each residential student must also make a \$100.00 refundable room deposit when filing a housing contract with the Office of Student Affairs for the following year. This deposit is credited to the room charge for the year.

## 2006-2007 Basic Fees

The tuition and fees listed below are those in effect on the date of publication of this catalog. The College reserves the right to make necessary adjustments at any time.

### Regular Year

Tuition	\$17,162.00
Comprehensive fees: (Includes double room standard residence hall, meal plan 19 meals per week, fees, and vehicle registration fees)	\$7,540.00
Single room upgrade	\$1,800.00
Pate Hall upgrade (double)	\$800.00
2007 Summer Term	
Fee per credit	\$330.00

### Other Fees

Audit (regular) per course	\$180.00
Audit (senior citizen) per course	\$100.00
Tuition (Continuing Education) per credit	\$150.00
SAILL Membership per couple per semester	\$35.00
SAILL Membership per person per semester	\$25.00

**Applied Music Fee, per Fall or Spring Semester:**

One hour of lessons per week	\$450.00
One half-hour of lessons per week	\$225.00

**Change of Schedule Fee:**

Per course added after Drop-Add period	\$10.00
Per course dropped after Drop-Add period	\$5.00

Graduation Fee	\$50.00
Horseback riding	Varies
Late Registration Fee	\$25.00
Orientation Fee	\$100.00
Overload/Underload Fee, per credit above 18 attempted credits and below 12 credits	\$410.00
(Please note that students who register for 19 or more credits are subject to an overload charge.)	
Administrative Fee for Summer International Course	\$200.00
Administrative Fee for Summer Internship	\$200.00
Returned Check Fee	\$25.00
Science Laboratory Fee, per course	\$40.00
Equestrian Facility Fee, per course	\$35.00
Student Health Insurance-Domestic	\$522.00
Student Health Insurance-International	\$971.00
Transcript Fee	\$5.00
Remake of Student ID	\$25.00
Academic aide fee per hour	\$10.00

Student accounts are charged for such items as damage to College property, missing college property, traffic fines, and past due library or audio-visual materials if these items are not resolved in a timely manner. All fees and charges are due when they are assessed, and are payable at the Business Office. Nonpayment will result in penalties, including withholding of transcripts and prevention of registration for classes. All tuition, fees, and fines must be paid in full before students are permitted to graduate and receive their diplomas.

Failure to meet obligations to the College may result in the delinquent account being placed with a collection firm. Students are responsible for sixteen percent (16%) interest, four percent (4%) late charges, attorney's fees and court costs incurred by the College in collecting their delinquent accounts.

**Insurance**

All degree-seeking students are required to be covered under medical insurance and to provide proof of adequate coverage to the Business Office and Student Health Services. The College offers a student accident and health plan. The premiums are billed with first semester fees. Students furnishing proof of comparable or better coverage with another carrier to Student Health Services and completing a waiver form and returning it to the Business Office before registration of the first enrolled semester of each academic year may be granted an exemption. All students must file acceptance/ exemption forms with the Business Office annually. Failure to do so will result in automatic participation in the College medical plan. International students are required to carry the international student health plan offered through the College unless they furnish proof of comparable or better coverage with

another carrier to the Student Health Services and complete the waiver form and return it to the Business Office prior to registration for the first semester of the academic year. St. Andrews student athletes must carry primary insurance, as the College provides only a secondary policy for athletic participation. The primary coverage may be the College health plan.

The College sponsored student health plans function with a referral by Student Health Services to a provider and require minimal co-pay for physician visits and prescriptions. The medical provider files all insurance claims, thus making this a very user-friendly system for students. Students may elect to use any provider, with a deductible and student responsibility of filing claims. Insurance claim information assistance and forms are available in the Student Health & Wellness Center.

The College does not assume responsibility for a student's personal belongings located on College property. Students are urged to obtain insurance, if not covered under a parent's policy, to ensure that personal property is covered for damage or theft while on campus.

### Expenses for Part-Time Degree-Seeking Students

Commuter students who enroll in 6 or fewer credits per semester and 12 or fewer credits per academic year may take their first 18 total credits at a discounted rate of half tuition, \$205.00 per credit. Students with senior standing are not eligible for this discount. Upon completion of 18 credits, part-time students will be charged the full, non-discounted rate for tuition.

### Expenses for Part-Time Non-Degree-Seeking Students (Continuing Education)

Commuter students who enroll in 6 or fewer credits per semester and 12 or fewer credits per academic year may take their courses at a reduced rate of \$150 per credit. Students enrolled in the teacher licensure program are exempted from the maximum per semester/year rule.

### Change in Residence Status

If a student is granted permission to live off campus after the beginning of a semester, he or she is charged on a prorated basis for comprehensive fees according to the time spent in residence halls.

### Payment Schedule

#### Resident Students:

*May 1: Admission Reservation Deposit	\$200.00
July 15: Fall Semester Fees	\$12,351.00
December 15: Spring Semester Fees	\$12,351.00
<b>Total</b>	<b>\$24,702.00</b>

#### Non-Resident Students:

Scotland and Contiguous Counties	
*May 1: Admission Reservation Deposit	\$ 200.00
July15: Fall Semester Fees	\$9,081.00
December 15: Spring Semester Fee	\$9,081.00
<b>Total:</b>	<b>\$18,162.00</b>



### **All other non-permanent Residents**

*May 1: Admission Reservation Deposit	\$ 200.00
July 15: Fall Semester Fees	\$10,851.00
December 15: Spring Semester Fee	\$10,851.00
<b>Total:</b>	<b>\$21,702.00</b>

\*Nonrefundable after this date

## **Payment Plan**

St. Andrews offers an interest-free 10-month payment plan through AMS TuitionPay (Academic Management Services, Inc.) For more information contact AMS TuitionPay at 800/635-0120 or [www.TuitionPayEnroll.com](http://www.TuitionPayEnroll.com) or the St. Andrews Business Office (910-277-5225).

## **Financial Assistance**

The primary financial responsibility for students' educational costs rests with students and their families. St. Andrews provides financial assistance to students who demonstrate academic merit and financial need to assist them and their families in meeting the cost of attending the College. Students are encouraged to contact the St. Andrews Office of Student Financial Planning early in their college choice process. The Office can be reached by calling 1-800-763-0198, or by fax at (910) 277-5206 or by email at [finaid@sapc.edu](mailto:finaid@sapc.edu).

The goal of all St. Andrews financial assistance programs is to help academically qualified students benefit from St. Andrews educational programs. Most financial assistance at St. Andrews is determined by a combination of the student's academic record and financial need. Students who demonstrate exceptional academic or athletic ability may qualify for certain academic or athletic scholarships and grants regardless of demonstrated financial need. Financial assistance at St. Andrews is usually a combination of grants, scholarships, work-study, and loans. In addition to the aid listed here visit our web page at [www.sapc.edu](http://www.sapc.edu) for listings of and links to other sources for funding.

## **Applying for Financial Assistance**

To be considered for financial assistance, students must first be accepted for admission to St. Andrews. Students must file the Free Application for Federal Student Aid (FAFSA) in order to be eligible for need based financial assistance. Forms are available from high school counselors, independent educational consultants, and the St. Andrews Office of Student Financial Planning. The FAFSA is also available on the internet at <http://www.fafsa.ed.gov> for students who wish to file their application on-line. The Office of Student Financial Planning may request additional forms or information from the student and their family before a financial aid award is made.

The priority filing deadline for financial aid is May 1st. Due to limited funding in some programs, student files completed after that date may not be considered for all programs. Students should accept their financial aid within two weeks of receiving their award letter.

## **Types of Financial Assistance**

### **St. Andrews Scholarships and Grants**

St. Andrews offers a competitive academic scholarship and grant program for students with strong academic backgrounds. St. Andrews Scholarships and Grants are awarded based on high school or college grade point averages and scores from the Scholastic Aptitude Tests (SAT) or the American College Testing Assessment Program (ACT). St. Andrews Scholarships and Grants are renewable for up to 4 years based on the student maintaining the necessary academic performance as required for each program.

**Grants**

St. Andrews awards other grants based on a combination of financial need and other criteria. These include grants awarded by the College from its own resources, federal grants such as the Federal Pell Grant and the Federal Supplement Educational Opportunity Grant, and state sponsored grants.

Special grants for North Carolina residents include the Legislative Tuition Grant for all qualified full time North Carolina Students, and State Contractual Scholarships for North Carolina residents with demonstrated financial need. Information about these grants may be obtained from guidance counselors, independent educational consultants, and the St. Andrews Office of Student Financial Planning.

**Work-Study**

The Work-Study program provides part-time employment opportunities for qualified students. Most Work-Study positions are funded through the Federal Work-Study program. This program is managed through the Office of Student Financial Planning. The average workload is approximately 10 hours per week. Students work in a variety of positions, both on campus and in the community, and gain valuable work experience. Students are paid monthly by check for hours worked and reported the month prior. Jobs are available in a wide variety of campus offices and departments. For more information, contact the Office of Student Financial Planning at 910-277-5562.

**Loans**

St. Andrews participates in the federally funded and guaranteed Perkins and Federal Stafford loan programs. Both are need-based, and amounts for both are determined after submission of the FAFSA. In addition, students and their parents may be eligible to borrow through the Unsubsidized Federal Stafford or Federal Plus loan programs. Students who indicate on the FAFSA that they are interested in participating in the various loan programs will receive the forms necessary for initializing the loan process in the mail as part of the financial aid package. Completed loan request forms must be sent to the Office of Student Financial Planning for certification and processing. Loan applications and promissory notes will be mailed from the lender and must be returned to the lender as soon as they are completed. Most of the proceeds from the loan programs are electronically credited to the student accounts. In rare instances, the student or parent will be required to endorse a paper check prior to the loan credit being applied.

**Renewal of Financial Assistance**

Students must reapply for financial assistance each academic year by completing and submitting the Renewal FAFSA that is sent by the Department of Education to all students who completed the FAFSA by August of the prior year. The FAFSA is also available from the St. Andrews Office of Student Financial Planning.

**Financial Aid Funds Available:**

**Institutional Funds**

**Name**

- Honors
- Academic Achievement Awards
- Athletic Scholarships
- Equestrian Scholarship
- Leadership and Service Award

**Criteria**

- G.P.A., SAT/ACT,
- G.P.A. and SAT/ACT
- Athletic Ability
- Equestrian experience and ability
- Service and leadership experience

**Federal & State Funds**

<u>Name</u>	<u>Source</u>	<u>Basis</u>	<u>Form</u>
NC Legis. Tuition Grant	State	Residency	NCLTG app.
NC Contractual	State	Residency	FAFSA & Need
Pell Grant	Federal	Need	FAFSA
SEOG	Federal	Need	FAFSA
Federal Work-Study	Federal	Need	FAFSA
Stafford Loan	Federal	Need	FAFSA
PLUS	Federal		PLUS loan app.

**Satisfactory Progress for Financial Aid**

Students must maintain satisfactory progress to receive financial aid. The United States Department of Education requires students to maintain a 2.0 cumulative grade point average in order to receive financial aid. Financial aid probation and academic probation are different. Please see the Academic Policies section (pages 46-48) of this catalog for academic probation information.

Satisfactory progress also requires that a full-time student complete enough credits each semester to be able to graduate within six years. In addition, federal and state policies require that students must normally take a minimum of 12 academic credits in any given semester to be considered a full-time student for financial assistance purposes.

A student who has been placed on academic probation for any two consecutive semesters will be ineligible for financial assistance at the beginning of the second consecutive semester on probation, until they are removed from probation and are again making satisfactory academic progress.

**Refunds for Cancellations and Withdrawals**

Students who register for classes either during the advance registration period or during normal registration at the beginning of each semester are considered registered for billing purposes unless a formal cancellation of registration is filed with the Registrar’s Office prior to the beginning of classes.

Students who withdraw from the College after the start of classes should follow the withdrawal procedures outlined under “Withdrawal from College” in the Academic Policies section of this catalog, and indicate the date of their withdrawal. Students who do not follow these procedures may not qualify for a refund of fees paid to St. Andrews. If the student is receiving Federal student financial aid and withdraws without following the withdrawal procedures, the College will then determine their withdrawal date based on the student’s last known attendance at St. Andrews and will calculate any required return of federal funds to the United States Department of Education. A student who withdraws from the College may be entitled to a refund of institutional charges paid to the College for that academic semester, or may owe any unpaid charges at the time of withdrawal. Institutional charges include tuition and comprehensive fees, and any other St. Andrews fees that are charged to all students. The amount of any refund will be determined by the date in the semester when the student actually withdraws, the student’s account, and any return of Federal Title IV aid funds. Refunds from St. Andrews will be calculated by the following method.

## **Return of Federal Title IV Funds Policy**

If a student attending St. Andrews is receiving federal financial aid funds and withdraws during the first 60% of the semester, the federal government is entitled by law to the return of any unearned federal funds awarded to the student for the semester. The return of federal funds will be determined by the percentage of the semester the student completed prior to withdrawal, up to 60%. No return of federal funds is required if the withdrawal is after the 60% point in the semester.

A student who withdraws from the College may be required to repay a portion of federal financial aid grant or loan funds, or may owe unpaid institutional charges. If a student is due a refund under the St. Andrews refund policy and the student received Federal financial aid under any Title IV program other than Federal Work-Study, the refund will be determined after the return of Federal Title IV Funds has been determined.

Depending on the circumstances at the time of withdrawal, the College and/or the student will return unearned Federal Title IV Funds, including PLUS loans, in the following order:

- Unsubsidized Federal Stafford Loans**
- Subsidized Federal Stafford Loans**
- Perkins Loans**
- Federal PLUS Loans**
- Federal Pell Grants**
- Federal SEOG**
- Other Federal Student Financial Aid programs**

Students may obtain further information regarding this refund policy and the return of Federal Title IV Funds from the Office of Student Financial Planning. Examples of certain typical refund calculations are also maintained in that Office for review. Additional policies and requirements may apply to these refund policies, as determined by the United States Department of Education, and will be available for review as well.

## **Academic Programs**

### **Majors Offered at St. Andrews**

#### **Division of Humanities and Fine Arts**

Art (B.A.)

- Specialized Program of Study in Art Therapy (B.A.)

Creative Writing (B.F.A.)

Communication and Theatre Arts (B.A.)

English (B.A.)

Philosophy (B.A.)

- Specialized Program of Study in Applied Philosophy (B.A.)

Religious Studies (B.A.)

Applied Ministries (B.A.)

#### **Division of Mathematical, Natural, and Health Sciences**

Biology (B.A. and B.S.)

Chemistry (B.A. and B.S.)

- Specialized Program of Study in Biochemistry (B.S.)

Mathematics (B.A. and B.S.)

Mathematics with concentration in Computer Science (B.S.)

3-2 Engineering Program (B.S.)

3-2 Computer Science (B.S.)  
Psychology (B.A.)

### **Division of Social and Behavioral Sciences**

Business Administration (B.A.)\*

Concentrations available in Accounting, Economics, Finance, Management, and  
Marketing

- Specialized Program of Study in Equine Business Management (B.A.)
  - Specialized Program of Study in International Business (B.A.)
  - Specialized Program of Study in Management and Information Technology (B.A.) \*
  - Specialized Program of Study in Sports Management (B.A.)
  - Specialized Program of Study in Therapeutic Horsemanship Management (B.A.)
- Education (B.A.)\*

History (B.A.)

Sport and Recreation Studies (B.A.)

Politics (B.A.)

Therapeutic Horsemanship (B.A.)

### **Interdisciplinary Majors**

Applied Social Science (B.A.) #

Asian Studies (B.A.)

Behavioral Neuroscience (B.A.)

Forensic Science with a concentration in chemistry (B.A.)

Forensic Science with a concentration in psychology (B.A.)

Liberal Arts (B.A.)

Public History (B.A.)

Southern Studies (B.A.)

\*Majors offered on both Laurinburg and Sandhills Campuses

#Major offered on Sandhills Campus only

## **General Honors**

### **Mission**

Consistent with and supportive of the mission of the College, the General Honors Program seeks to offer special challenges and enhanced opportunities to students of proven academic achievement. The mission of the General Honors Program is to further the personal, intellectual, and ethical growth of students who excel academically.

### **Goals**

Students in the General Honors Program will: grow intellectually and develop academic skills to higher levels than expected or required in regular academic courses; become among themselves a supportive community of persons committed to learning, excellence and honor; acquire a more developed sense of personal responsibility towards the greater environment and community; and synthesize the learning and experiences encountered in the Honors Program into a greater whole.

### **Eligibility Requirements**

The General Honors Program is open to entering first-year students with a SAT score of 1100 or above (or equivalent ACT score) and a high school G.P.A. of 3.20 or above.



In addition, if space permits, other entering students may petition the Director for acceptance. At the end of the Fall Semester of their first year, students who have earned a cumulative G.P.A. of 3.00 or better may petition to enter the General Honors Program. Transfer students with a 3.35 college G.P.A. or better may also petition for entrance to the General Honors Program.

**Curriculum**

**First Year: Fall**

HON 150: Honors Enrichment	(1 credit)
HON 250: Introduction to Honors	(2 credits)
HON 252: Ethical Issues Seminar	(2 credits)

**First Year: Spring**

HON 151: Honors Enrichment	(1 credit)
An Honors section of SAGE 111 Writing Workshop II	(3 credits)

**Sophomore Year: Fall**

HON 270: Sophomore Honors Seminar I	(3 credits)
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**Sophomore Year: Spring**

HON 300: Sophomore Honors Seminar II	(3 credits)
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**Junior Year: Spring**

HON 361: Junior Seminar in Honors	(3 credits)
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**Senior Year: Fall**

HON 400: Senior Honors Thesis	(3 credits)
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**Certification**

Students who complete all General Honors courses with a grade of B or better, and who maintain a cumulative G.P.A. of 3.2 or better, will be awarded a General Honors Certificate. All honors coursework and successful completion of the General Honors Program will be noted on the student’s official St. Andrews transcript.

**Departmental Honors**

The St. Andrews Departmental Honors Program offers independent study opportunities for superior students in designated disciplinary majors.

Students must have achieved and maintained a cumulative 3.00 G.P.A. on all coursework attempted, and a 3.30 or better in major courses. Students must also receive recommendation to the Departmental Honors Program from the faculty in which the honors are to be taken. In addition, students must be certified as eligible for Departmental Honors by the Dean of the College.

**Program Requirements**

Unless otherwise specified by a particular department, to graduate with the designation “honors in (the major),” in addition to meeting graduation requirements for the B.A., B.F.A., or B.S. degree, students must: successfully complete and earn not fewer than 6 credits and not more than 12 credits of 497 Independent Study covering work in at least two

regular semesters with a G.P.A. of 3.30 or better in each independent study; present an honors thesis or honors project acceptable to the academic program faculty that offers the major; complete a comprehensive oral examination on the subject matter of the honors thesis; or, for students with majors in the visual or performing arts, an appropriate critique of the honors project/performance; and, complete any additional requirements specified by the academic program faculty that offers the major. More specific requirements are listed with the major requirements.

An honors committee, consisting of at least one faculty member in the academic program, one faculty member outside the academic program, and one additional examiner who may be from off-campus, will certify the oral examination, exhibit, or performance as worthy of the designation "graduation with honors."

The faculty member supervising the student's independent study will be responsible for reporting grades and certifying successful completion of the Departmental Honors Program.

Students who pass the independent studies but who are not certified for graduation with honors will receive appropriate course credit and grades for independent study, as determined by the supervisor in consultation with the program faculty and examination committee.

## **Sophomore Honors**

Sophomore Honors are conferred each spring. Students with sophomore standing who are enrolled in the Spring and have earned a minimum G.P.A. of 3.25 on all coursework attempted through the end of their sophomore Fall Semester qualify for Sophomore Honors. Sophomores are not eligible for Sophomore Honors if they have received a grade of F in any college course, or if they are on academic or social probation.

## **Dean's List Honor Roll**

The Dean's List Honor Roll recognizes all degree-seeking students who have met all four of the following conditions: have earned a minimum semester G.P.A. of 3.50 at the end of either a Fall or Spring Semester; have completed a minimum of 12 credits for that semester; have earned a grade of C or above in each course; and have not received a grade of I (Incomplete) in any course in the semester.

Exchange students are eligible for the Dean's Honor Roll if they have met all other academic qualifications for inclusion.

## **St. Andrews Honor Society**

Membership in the Honor Society is awarded to students with junior or senior standing who are enrolled during the Spring Semester, or who have completed graduation requirements since the last commencement, and who have earned a minimum cumulative G.P.A. of 3.50 in all coursework attempted, and on a minimum of 49 credits earned at St. Andrews. Eligibility is determined at the end of the Fall Semester for students enrolled at St. Andrews. Students are ineligible if they have received a grade of F in any coursework at St. Andrews, or if they are on academic or social probation.

## **Alpha Chi**

Alpha Chi is a national coeducational honor society with the purpose of promoting academic excellence and exemplary character among college and university students. Its name derives from the initial letters of the Greek words *Aletheia*, meaning "truth," and *Xarakter*, meaning "character."

In addition to honoring scholarly achievement, Alpha Chi seeks to find ways to assist its members in cultivating those habits of mind and heart that, according to the Alpha Chi constitution, “make scholarship effective for good.”

As a general honor society, Alpha Chi admits members from all academic disciplines. Students with junior or senior standing and a minimum of 24 credits at St. Andrews who meet the requirements established at the national level are eligible for induction into Alpha Chi.

## **Commencement Honors**

St. Andrews bestows special recognition upon those students whose academic work has been of superior quality. To be eligible for distinctions, students must have earned a minimum of 55 credits at St. Andrews. Distinctions for graduation honors will be awarded in accord with the cumulative G.P.A. on all courses attempted, as described below:

**Summa Cum Laude for students with a cumulative G.P.A. of 3.90 or higher.**

**Magna Cum Laude for students with a cumulative G.P.A. of 3.75 to 3.89.**

**Cum Laude for students with a cumulative G.P.A. of 3.50 to 3.74.**

## **Continuing Adult Education**

### **Special Non-Degree Students**

Each semester St. Andrews offers a variety of courses which may be taken for credit to serve adults in the Laurinburg and Scotland County communities. For further information, contact the Registrar's Office.

## **St. Andrews Institute for Lifelong Learning (SAILL)**

SAILL offers those citizens who live in Scotland County and the surrounding communities, and who are 50 years of age and older, the opportunity to continue interactive learning in a variety of forms. SAILL also provides the opportunity for interested senior citizens to become integrated into the College community, not only as learners and teachers, but also as individuals with unique and valuable perspectives to share with others.

The membership fee is \$35 per couple or \$25 per person each semester. Selected special activities may require additional fees.

## **Senior Citizen Audit Program**

Citizens from Scotland County and surrounding areas who are 55 years of age or older may enroll in most of the regular course offerings of St. Andrews at a discounted rate per course.

## **International Programs**

St. Andrews encourages international experiences for all its students. Opportunities for such educational/cultural experiences abroad are offered in four different categories.

Students planning to participate in these study abroad opportunities normally must be rising sophomores, have declared a major, and have earned a minimum G.P.A. of 3.0. The College assists students in preparing applications and securing passports and visas and often serves as an advocate in securing financial assistance. The College policy on uses of St. Andrews Financial Aid Awards for Foreign Study is included under Academic Policies.

Students who have been in residence on the Laurinburg campus as full-time students for



at least one year are eligible to have their summer session tuition fees waived for one St. Andrews summer short course of study abroad. To be eligible, a student must be fully paid up on all College financial bills at the time of application and be pre-registered for the following fall semester. An administrative charge of \$100 is required. See "Summer Study Abroad Programs" on page 36.

## **St. Andrews Residential Programs Abroad**

### **European Languages & Cultures: Brunnenburg Castle, Italy**

Since 1983 the College has offered a full fall semester in the Tyrolian Alps of northern Italy. Ten to 14 students are selected to participate in that extraordinary program, offering challenging yet flexible opportunities for students to experience European culture while studying a variety of academic subjects. Courses at the castle are taught by one faculty member from St. Andrews and by two other professors—one a literary scholar and the other an anthropologist—who live at the castle. The semester begins in mid-August and concludes in late November. The semester carries 12-18 credits, depending upon the student's schedule.

Conversational study of German and Italian is required to allow greater interaction with the local community.

### **Chinese Language & Culture: Beijing, China**

Since January 1988, St. Andrews has offered a spring semester in Beijing for selected College students. Participants engage in intensive Chinese language study and benefit from a broad and varied cultural engagement with China.

The group is housed at the Beijing Teacher's Institute in the heart of the capital city. There are numerous trips and excursions through the semester. Teachers for the course are Chinese language scholars. The residency is under the direction of Americans who are Chinese experts, with a member of the faculty/staff from St. Andrews in residence for the entire period. The St. Andrews faculty member also teaches one course. The semester carries an average of 15 credits depending on the student's schedule.

Students who have completed at least 30 credits with a G.P.A. of 3.0 will be eligible to apply for admission to the China residential program abroad.

### **Latin American Language & Culture: Cuenca, Ecuador**

Established in 1991, the Ecuador Program exchanges students and faculty with the Universidad de Cuenca. Cuenca is Ecuador's third largest city, and is 8,000 feet above sea level, in a valley in the Andes Mountains in southern Ecuador.

Each fall a group of Ecuadorian students and their professor travel to St. Andrews for a semester. Each summer St. Andrews students and a member of the faculty/staff travel to Ecuador to study Spanish and other subjects at the university. St. Andrews students usually live in the homes of students who had studied at St. Andrews the previous Fall Semester. The Program includes excursions to the Pacific coast and to the mountain forests.

Students also take a course from their St. Andrews professor. The semester carries 12-18 credits depending on the student's schedule.

### **Junior Year Abroad Program**

St. Andrews has formal exchange agreements with Kansai Gaidai University in Japan and with Han Nam University in Korea.

## Summer Study Abroad Programs

A student may be exempted from tuition charges for one Summer Study Abroad Course of 1 to 3 credits offered by St. Andrews, if he/she has been enrolled as a full-time degree student for the preceding academic year, is pre-registered for the next Fall Semester, and does not have a past-due balance with the Business Office. All students accepted into the courses must pay an administrative charge of \$100, and a fee that will be charged to cover the non-tuition costs of the course, including such costs as agency fees and pro-rated travel costs of the leader.

A faculty member teaching a Summer Study Abroad Course will do so as part of his/her regular teaching load. That is, he or she will teach one less course during the academic year following the summer in which the course is taught.

The College reserves the right to cancel a Summer Study Abroad Course at any time preceding the actual start of the course. The number of courses and the minimum enrollment for each course will be established by the Dean of the College, but normally a course must enroll eight or more students, in order to cover expenses, before it will be offered. Past offerings have included study/travel in Scotland, India, Greece, Vietnam and Australia.

## Internships

Through experiential learning, St. Andrews makes it possible for students to apply classroom education to the demands of a work setting. The academic internship is an exciting and challenging part of a St. Andrews education recognized by the faculty for its learning value.

The Internship Program at St. Andrews Presbyterian College operates as an academic program supported by the Office of Career Services. Consistent with the mission of the College that emphasizes intellectual excellence, ethical values, and effective and responsible participation in society, the St. Andrews Internship Program provides opportunities for students to:

1. Expand their awareness of the world beyond campus by exposure to a variety of careers, disciplines, lifestyles, and environments.
2. Explore potential careers, clarify their educational and career goals, develop new skills, gain valuable work experience, and develop professional contacts.
3. Gain experience in the disciplined and discriminating use of evidence in making decisions and solving problems in a work setting.
4. Develop self-reliance, personal style, values, and beliefs in a manner consistent with becoming responsible and productive individuals.

Academic internships are available in every program at St. Andrews for any student who meets eligibility requirements. Internships can occur during any semester or summer session, and in almost any geographical location. In the past, St. Andrews students have interned at IBM, Southern Pines Equine Associates, High Hopes Therapeutic Riding, Merrill Lynch, Boston Community and Intergovernmental Services, Hospital for Special Care, Scotland Memorial Hospital Rehabilitation, the EPA, NASA, ABC's "Good Morning, America!," hospitals, law offices, social services agencies, churches, radio and television stations, newspapers, and art museums.

## Eligibility for Internship Participation

Students normally must have a cumulative G.P.A. of 2.5 or better, must be in good academic standing, and have the recommendation of a faculty sponsor. Some departments may have additional requirements. All internships must be approved by the worksite supervisor, the faculty sponsor, the Academic Division Chair, and the Internship Director.

## **Washington Center**

Of special interest are the internships available in Washington, DC. Students compete for semester-long positions offered through the Washington Center in agencies such as the U.S. State Department, the Smithsonian Institution, or other agencies with concerns related to most majors at St. Andrews.

## **Summer Study Internships - Laurinburg Campus**

A student may be exempted from tuition charges for one summer internship of 1 to 4 credits offered by St. Andrews, if he or she has been enrolled as a full-time degree student for the preceding academic year, is pre-registered for the next Fall Semester, has a class standing of at least a rising junior, meets all eligibility requirements, and does not have a past-due balance with the Business Office. All students enrolling in the course must pay an administrative charge of \$100.

## **St. Andrews, Sandhills Campus**

St. Andrews Presbyterian College offers evening and weekend classes leading to the Bachelor's degree at the St. Andrews, Sandhills Campus. All classes are taught on the campus of Sandhills Community College in Pinehurst, North Carolina. Classes are scheduled to accommodate the needs of working adults and family members who are unable to pursue a day program. This degree completion or second-degree program offers four majors and one minor: Applied Social Science (B.A.), Business Administration (B.A.), Business Administration Specialized Program of Study in Management and Information Technology (B.A.), Elementary Education (B.A.) and a minor in Counseling Psychology. The Elementary Education Program also offers licensure (K-6) to those who have already earned a Bachelor's degree. In addition, students may request to take courses to fulfill personal interests.

Prospective students may request additional information from St. Andrews, Sandhills Campus, Kennedy Hall, 3395 Airport Road, Pinehurst, North Carolina 28374. Specific questions concerning admission or curriculum should be directed to that office by calling (910) 695-3888. Please see the section on admission requirements.

## **Summer Term**

St. Andrews offers two summer terms through the Sandhills Campus, with all costs based on the reduced Sandhills rate. In addition to the regular College courses offered at Sandhills, Study Abroad Programs, Guided Independent Study courses, and Internships are offered through the Laurinburg campus. For further information, contact the Registrar's Office.

## **Academic Support Services**

### **Academic Advising**

The academic advising program is an integral part of the College's educational program. Faculty advisors assist students in the development of educational plans compatible with career and life goals. The College recognizes that the ultimate responsibility for making informed decisions about career and life goals and educational plans rests with the student, and ascribes to the academic advisor the role of helping students to identify and assess alternatives and consequences of decisions. Although faculty advisors help students plan their course of study, students are responsible for making sure that the courses taken meet the

requirements for graduation. In addition the academic advisor is charged with helping students to develop habits of lifelong learning and service by encouraging them to become active members of the St. Andrews community and by providing accurate, timely information about educational and service opportunities.

Upon enrollment, each first year, first time student's advisor is the instructor of the student's Quest I class. New transfer students are assigned an advisor from a member of the faculty in the department of their interest. When a student officially declares a major, a faculty member in that major department then becomes the student's advisor.

## **Disability Services**

Disability Services, located in Pate Hall, provides assistance to students with disabilities. Students with any physical or mental condition that impacts them in academics or campus life may be eligible. The goal is to assist students devise strategies for meeting college demands and to foster independence, responsibility and self-advocacy. Students requesting accommodations from St. Andrews must submit adequate, appropriate and current documentation to verify eligibility under the ADA of 1990. Information on specific documentation requirements is available from Disability Services at (910) 277-5667.

*Accommodations cannot be provided until completion of registration with the Office of Disability Services and determination of eligibility. All disability documentation will remain strictly confidential and is not a part of the student's academic record.*

Accommodations and supports are provided on an individualized basis determined by disability documentation and conversations with the student. Services may include: note taking and lab assistance, alternative testing arrangements, alternate formatting of documents, adaptive technology, individual counseling for academic, concerns related to disabilities, and counseling to help students learn effective self-advocacy skills. Other services may be available after consultation with the Director of Disability Services.

## **Foreign Language Substitution**

A student with a documented disability that interferes with the ability to learn a foreign language may petition to substitute the foreign language requirement with a minimum of six credits of coursework in the area of cultural studies. Students must submit an application and verify foreign language difficulty or waiver in high school. Disability Services reserves the right to determine eligibility for a foreign language substitution based on specific documentation provided by each individual student. Substitution guidelines and application are available from Disability Services.

## **Reduced Course Load**

Students with disabilities are eligible to apply for a reduced course load. If approved, this allows students to take fewer credits while maintaining full-time status with St. Andrews Presbyterian College. This status is approved on a per semester basis. All students who wish to apply for this status during the forthcoming semester should submit an application at least two weeks prior to pre-registration. Incoming students may apply for a reduced course load upon acceptance to the College and after eligibility for Disability Services is determined. If reduced course load approval cannot be determined prior to registration, students must provisionally register for a full course load, and are expected to attend those classes until the change in status has been approved. Classes dropped after the add/drop period will reflect on the transcript as a withdrawal. All requests for reduced course load are reviewed on a case-by-case basis. The reduced course load policy and application are available from Disability Services.



## **Academic Resource Center**

The Academic Resource Center serves as a focal point for student educational support. The goal of the Center, located in Pate Hall, is to support the educational programs of the College by providing opportunities for all students to develop strategies that will help them become effective learners. The Center provides resources, services and programming that assists students in developing their academic potential. Resources include: a computer lab with campus network, Internet access and adaptive technology for students with physical, visual or learning disabilities. The Academic Resource Center houses study areas, and space for individual or group tutoring, and mentoring.

The Resource Center coordinates academic tutoring in subject specific areas for individuals and small groups. An Assistive Technology tutor is available to provide training on the adaptive technology available.

The Writing Center, which is part of the Academic Resource Center, works closely with the Writing Faculty and has trained tutors able to assist students with specific writing needs including organization, development and editing of written work.

The Mathematics Lab, which is also part of the Academic Resource Center, has trained tutors under the guidance of the Math Faculty and provides assistance in Math and Statistics classes.

The Resource Center also provides test services, in coordination with faculty, for make-up tests, final exam conflicts or other extraordinary schedule conflicts, and for testing requiring adaptive technology and other accommodations. Staffed by trained Mentors, the Academic Resource Center is a place for quiet study for individuals and small groups, specific tutoring, and for assistance in developing effective learning strategies.

The Resource Center was funded by a grant from the Jessie Ball duPont Fund.

## **DeTamble Library**

### **Mission Statement**

The mission of DeTamble Library is to support the educational programs of St. Andrews Presbyterian College by providing access to information and training in its use.

The Library demonstrates service to the community by sharing its resources with local patrons, service to the College by maintaining the College Archives, and service to its heritage by coordinating with the Scottish Heritage Center on materials on the Scottish and Presbyterian heritage of the region. In addition, DeTamble Library plays an important role in encouraging student retention.

### **Services and Resources**

DeTamble Library provides a full range of library services and resources that support our students' education.

Three professional librarians provide students, faculty and staff with reference and information services, including library orientation, assistance to patrons in locating, retrieving and evaluating information in various formats. They also provide the Personal Librarian program, in which each student is paired with a librarian for one-to-one assistance in learning about and using the Library and all its resources. The librarians work closely with faculty to provide library instruction sessions, both in the classroom and in the Library, and to identify and purchase materials supporting the curriculum. DeTamble Library provides interlibrary loan services to extend access to information. DeTamble Library houses over 111,000 books, 300 active periodical subscriptions, and 15,500 resources in such formats as microfilm, audiocassettes, videos, and maps. Electronic resources include more than 1,100 eAudiobooks, 43,000 e-books and access to over 90 online databases and websites



via NC LIVE, all accessible through the Library's catalog and its website, whether on or off campus. These databases feature indexes to journals, many of them with the complete text, and to business, state government, and consumer health information, as well as reference resources such as encyclopedias and directories. The Library also is a selective depository for United States Government Documents, providing access to a vital source of government-authored information on a variety of subject areas. Through cooperative agreements and consortia, DeTamble Library has access to a wide range of other resources as well.

The Library's catalog, made possible by a grant from the R. J. Reynolds III and Marie Malouk Reynolds Foundation, allows students to search for print, electronic and audio books, for reserve items and for the most recently received issue of a journal or periodical, as well as to check their individual patron records and to renew materials online. The catalog is available to students in all computer labs on campus and from the residence halls, as well as from any computer accessing the Internet, thus extending the availability of library resources for commuters, distance learners and faculty and staff when off-campus. The Library has eight computers for research, two of which are adapted for use by students with disabilities, and computers on each floor for searching the Library catalog. The Library also houses an Optelec CCTV for print magnification for low vision students.

The Library's three-floor building has seating space for almost 200 students to gather, study and read. It houses the R.J. Reynolds III Reading Room, which has study tables and comfortable chairs available for small groups, classes or meetings as well as for reading and study. It also houses a student lounge with hot drinks available. The Library provides wireless Internet access on all floors. DeTamble Library contains the St. Andrews Collection and the Scottish Book Collection; the St. Andrews College Archives, a collection of materials pertinent to the history of this institution; and the Hal and Delores Sieber Collection of Ezra Pound Materials. It also houses the Scottish Heritage Center, which provides materials and artifacts on the Scottish heritage and traditions of the region. The Library is open 77 hours each week during the semester and provides extended hours during exam weeks. General Library policies are available in the Library. Additional information about the Library, the staff, hours and services can be found on the Library's web pages, as can helpful information on searching the Internet and the web, and directories of highly-rated, subject-specific web sites. The Library's website is found at [www.sapc.edu/library](http://www.sapc.edu/library).

## **Computer Services**

The Computer Center offers accounts (including internet accounts) and various computer laboratories for St. Andrews students. The Computer Network is owned solely by St. Andrews Presbyterian College.

## **Acceptable Use of Information Technology Resources**

Technology should not be used in a manner that infringes upon an individual's right to privacy. The following restrictions are to protect your privacy, as well as the privacy of others. Account holders are prohibited from:

1. using computer or network services in a way that violates copyrights, patent protections or license agreements;
2. gaining unauthorized access to information that is private or protected, or attempting to do so;
3. attempting to identify passwords or codes, interrupting security programs, or attempting to do so;
4. monitoring or tampering with another person's e-mail;
5. reading, copying, changing or deleting another person's work;

6. using another person's user ID/password, or allowing others to use yours; and,
7. attempting to gain system and/or network privileges to which you are not entitled.

## **Respectful Exchange of Ideas and Information**

Computer systems and networks allow for a free exchange of ideas and information. This exchange serves to enhance learning, teaching, critical thinking and research. While the constitutional right of free speech applies to communication in all forms, we encourage civil and respectful discourse. St. Andrews policy and local, state and federal law do prohibit some forms of communication, to include:

1. obscenity;
2. defamation;
3. advocacy directed to incite or produce lawless action;
4. threats of violence;
5. disruption of the academic environment;
6. harassment based on sex, race, disability, or other protected status; and,
7. anonymous or repeated messages designed to annoy, abuse or torment.

## **Personal Responsibility**

Each individual who obtains a computer/e-mail account, or uses the computers and network resources made available by St. Andrews, must understand that he/she is accountable for the guidelines set forth in this document. In addition, each account holder assumes responsibility for:

1. protection of his/her password;
2. reporting any breach of system security;
3. reporting unauthorized use of his/her account;
4. changing his/her password on a regular basis;
5. frequently making back-up copies of his/her work to ensure against loss; and,
6. clearly label works and opinions as his/her own before they are widely distributed.

## **Authority**

Computer Services may access users' files for the maintenance of networks, computers and storage systems. In all cases, an individual's expectation of privacy will be respected to the greatest degree possible. Computer Services staff may also routinely monitor and log usage data, such as network connection times, CPU and disk utilization for each user, security audit trails, and network loading. Data collected may be reviewed and further investigated should evidence of violation of policy or law occur.

## **Academic Policies**

### **Academic Calendar**

The main Laurinburg campus of St. Andrews Presbyterian College and the St. Andrews Sandhills campus both follow an early semester academic calendar. The Fall Semester begins in late August and ends with Christmas break. The Spring Semester begins in mid January and ends in early May. In addition, the Sandhills campus offers two Summer Sessions.

### **Classification of Students**

A student's classification depends upon the amount of College credit earned. Credit for College work is recorded in courses satisfactorily completed. Students are classified as follows:

**Seniors have passed 90 credits**

**Juniors have passed 60 credits**

**Sophomores have passed 28 credits**

**First-Year Students have met regular admission requirements.**

Students earning course credits not leading to a degree are Special Students. (Regularly admitted students may not choose this classification to avoid required courses.)

## **Registration**

Toward the close of each semester, returning students register for their courses for the following semester, in conference with their advisor. New students confer with their advisors during New Student Orientation, and complete their registration at the beginning of their first semester. Students who register during the advanced registration period are considered to be registered for billing purposes unless a formal cancellation of registration is filed with the Registrar.

## **Course Numbering**

In general, courses numbered between 100-299 are designed for first-year students and sophomores; between 300-499 for juniors and seniors. A yearlong course is indicated by joining the course numbers for the two semesters with a hyphen, e.g.: 101-102. Courses preceded by an "X"-e.g.: X90, X95, X98, or X99-indicate that the course may be taken at any level. Course numbers preceded by a "0", as in 070, do not count toward meeting graduation requirements.

While every effort is made to schedule a well-balanced list of courses each year, some courses are offered only in alternate years. Contact the department chairperson for course availability.

## **Overload/Underload**

Students may be permitted to register for 19 or more credits with the following overload limitations:\*

19 hours — 2.80 G.P.A. during the previous semester\*\*

20 hours — 3.00 G.P.A. during the previous semester

21 hours — 3.30 G.P.A. during the previous semester

No student will be given credit for more than 21 semester hours in one semester regardless of the source of those credits. No student may register for more than 18 credits unless they meet the above criteria.

\* First-time students enrolled in the Honors Program may register for a maximum of 20 credits during their first semester at St. Andrews.

\*\* Students registering for an overload will be subject to an Overload Charge for credits in excess of 18.

## **Significant Enrollment in Special Studies, Internships, Teaching Practica, and Guided Independent Studies**

Students who propose to schedule more than 6 credits in one semester from courses numbered X90, X95, X98, and/or X99 must receive approval from the Associate Dean of Academic Affairs.

## **Class Attendance**

The college expects regular class attendance in all courses. Student absences diminish the

quality of learning experiences for all. They are an indication of disengagement from the College community. Absent students will be sought out and counseled. Faculty members will keep records of student attendance and will send students written absence warnings when any pattern of absences such as consecutive unexcused absences appears to be jeopardizing academic success. Copies of the notices will be sent to faculty advisors, the Office of Student Affairs and the Registrar's Office. Absences will also be noted on Checkpoint Letters. These notices will be used as a basis for counseling and other interventionary measures designed to re-engage absentees. In instances where intervention does not lead to a change in behavior, the faculty member and Registrar may withdraw a student involuntarily from a course. Federal regulations require that veterans must attend classes regularly to remain eligible for V.A. benefits.

Excused absences include authorized participation in College sanctioned extracurricular activities, such as intercollegiate athletic contests, and illness that is documented by a physician or a nurse in the health center.

Faculty members may establish such additional attendance requirements as they deem academically sound and which do not conflict with the College's attendance policy. Any such requirements must be set forth in writing in the course syllabus that is given to the students at the beginning of the term.

Courses normally will have three 50-minute periods or two 75-minute periods available for class meetings, in addition to class meeting time for laboratories, if required, each week.

### Class Cancellation

In the event that inclement weather or other special circumstances require a judgment concerning the cancellation of all classes or an adjustment in the daily schedule of all classes that cannot wait for the next faculty meeting, the Faculty Executive Committee (FEC), acting for the Faculty, will make the decision. If circumstances do not permit the FEC to make this decision, the President or the Dean of the College will make the decision.

### System of Grading

Each student receives a grade in each course at the close of the semester. The grading system is as follows:

**Grade Points**

- A     4.0
- A-    3.7

**A range:** The student's performance has been excellent in all phases of the course. The student has demonstrated mastery of the course objectives. The student is well qualified for subsequent courses in this subject area and may be expected to perform well in such courses. In a work situation in this content area, commensurate with the level of the course, the student may be expected to work successfully, independently without supervision, and to make a meaningful contribution.

- B+    3.3
- B     3.0
- B-    2.7

**B range:** The student's performance has been excellent in some phases of the course and good in most of the remaining areas of the course. The student has demonstrated a clear understanding of the course objectives. The student is prepared to take subsequent courses in this subject area and may be expected to perform reasonably well in such courses. In a work situation in this content area, commensurate with the level of this course, the student may be expected to work well with some supervision.

**C+ 2.3**

**C 2.0**

**C 1.7**

**C range:** The student's performance has been satisfactory. The student has demonstrated a basic comprehension of the course objectives. The student is qualified to take subsequent courses in this subject area but may perform only at a minimally adequate level in such courses. In a work situation in this content area, commensurate with the level of this course, the student may be expected to perform adequately given close supervision.

**D 1.0**

The student's performance has been less than satisfactory, yet merits a passing grade. The student has demonstrated only a minimal familiarity with the course objectives. The student is poorly prepared to take the next course in this subject area. In a work situation in this content area, commensurate with the level of the course, the student may be expected to be able to perform only the most rudimentary tasks and only with constant supervision.

**F 0.0**

A grade of F indicates failure in the course. The student has not demonstrated knowledge or understanding of any meaningful portion of the course objectives. The student is not qualified to take subsequent courses in this subject area nor to engage in a work situation in this content area commensurate with the level of this course.

**W 0.0**

A grade of W indicates withdrawal from class and will be recorded, but will not be counted as a course attempted when computing the G.P.A.

**WM 0.0**

Withdrawal Medical: When a student must withdraw from the College after the drop/add deadline, prior to taking the final exam, and the student has documented medical evidence, the instructor will be asked to assign a grade of WM. A WM does not impact the student's G.P.A.

**I 0.0**

A temporary grade of I indicates an incomplete for a course.

**P 0.0**

A grade of P indicates satisfactory performance in a course and will be recorded, but will not be counted as a course attempted when computing the G.P.A.

**NA 0.0**

Grade not available at the time grades were compiled (assigned by the Registrar).

**AU 0.0**

Audit.

## **Grade Points & the Grade Point Average (G.P.A.)**

Grade points are the numerical equivalent of the letter grade. The total number or grade points for a course is obtained by multiplying the numerical equivalent (0.0 to 4.0) by the number of credits assigned to the course. The G.P.A. is compiled by dividing the number of grade points earned by the number of credits attempted. Credits attempted for courses with a grade of F earned before the beginning of the 1991 Fall Term will not be included in the total credits attempted for the purpose of computing grade point averages.

## **Report of Grades**

Students receive academic reports at the end of each semester and are informed of any disciplinary action. Students are expected to inform their parents in such cases. This is not the responsibility of officials of the College.



However, any student who wishes to allow the College to share important academic information and other pertinent information with his or her parents may sign a waiver of privacy rights, which will then be kept in the student's file in the Student Affairs Office and the Registrar's Office.

## **Final Examinations**

Examination schedules are created and distributed to all students and faculty by the Associate Dean for Academic Affairs. All classes will meet at the time scheduled during the examination period. No final examinations will be administered prior to the examination period. Any exception must be approved by the Dean of the College upon recommendation from the Division Council.

As noted by the above statement, the examination period is an important time for faculty and students to assess in some significant way what has been accomplished during the semester of study. All faculty are expected to give final examinations or provide for some type of final assessment or synthesizing experience for each of their classes during the appropriate exam period. Students should expect that their instructors will adhere to the schedule and should not ask for exceptions. Division chairs must petition the Dean of the College for exceptions to the policy but only in rare cases of genuine emergencies will they be granted.

## **Pass-Fail Grading Option**

Eligible students may exercise the pass-fail option for no more than a total of two courses. Students with junior or senior standing may select a total of two elective courses to be graded on a pass-fail basis. Courses in a student's academic major or major program may not be selected for the pass-fail grading option. St. Andrews General Education Courses may not be taken pass-fail.

Students who wish to designate a course to be graded on the pass-fail option must do so in the Registrar's Office during the time period listed on the college academic calendar. Certain courses, with the approval of the Educational Policy Committee, are exempt from this requirement. The Pass-Fail Grading Option is not available at St. Andrews, Sandhills Campus.

## **Course Audits**

Students must have the permission of the Associate Dean for Academic Affairs to audit a course. The same registration guidelines and procedures apply to courses to be audited as with any other courses.

## **Course Additions, Incompletes, Failures, and Withdrawals**

Students are permitted to drop or add semester-long courses with approval of their faculty advisor and instructor for a period of one week following the day of registration. Students have two days at the beginning of each demi-semester to drop or add a demi course. Normally students may not add a semester-long course after the first week of the semester and may not add a demi course after the first two days of the demi-semester. Additional fees and permission are required to add a course after the drop/add period. Following the drop/add period, students may withdraw from a course with the permission of their faculty advisor and the instructor. There is an additional fee for withdrawal from a course. A grade of W is recorded when a student withdraws from a course and the credits remain on the student's transcript and report card as credits attempted. Students may not

withdraw from a course after the 10th class day following the day mid-semester grades are due in the Fall and Spring Semesters without the approval of the Faculty Executive Committee. Students must register for a general education course each semester when appropriate for their level and may not be permitted to drop or withdraw from the course.

An incomplete, I, is given only when circumstances do not justify giving a specific grade. It must be removed within the first four weeks of the semester following the one in which the incomplete was received. If not, the incomplete becomes a failure, F. A failure, F, cannot be removed from a student's record. If the course is required for graduation or for a major, it should be repeated the next time it is offered. A course for which credit has been received cannot be repeated without permission of the Associate Dean for Academic Affairs. When students withdraw from a course for any reason after the last day of the drop/add period with the instructor's and faculty advisor's approvals, a grade of W will be recorded.

### Repeating a Course for Grade Forgiveness

Students who receive a grade of D or F on a course at St. Andrews may repeat the course for grade forgiveness. A course may be repeated only once for grade forgiveness. Students may elect to repeat a maximum of four courses for the purpose of achieving grade forgiveness and improving their G.P.A. Whenever a student elects to repeat a course for grade forgiveness, the original grade will remain on the transcript, but the number of hours passed and the grade points will count only from the last time the course was taken.

If a student chooses to repeat a course, a Request to Repeat a Course form must be completed during the registration period. The course must be repeated at St. Andrews in order to receive an adjustment in the G.P.A. The following courses may not be repeated for grade forgiveness: Internship, Guided Independent Study, Practicum, Special Studies, SAGE 100 (Quest I), SAGE 200 (Quest II), SAGE 400 (Quest IV).

### Academic Warning, Probation, Suspension, and Dismissal

In order to maintain satisfactory progress toward a degree and remain in good standing with the College, a student must meet certain minimum academic standards. The evaluation of a student's performance is an on-going process and will be assessed at the end of each Fall and Spring Semester. The information in the chart below will serve as a guide to the decision making process as to the student's status in the following semester.

Total Credit Hours Attempted (with a minimum of 9 credit hours passed in most recent term)	Desired G.P.A.	Academic Warning	Academic Probation
12-30 credits	2.00 or higher	1.99 to 1.51	1.50 or less
31-60 credits	2.00 or higher	1.99 to 1.61	1.60 or less
61-90 credits	2.00 or higher	1.99 to 1.81	1.80 or less
91-120+ credits	2.00 or higher	1.99 to 1.91	1.90 or less

*In order to continue in good standing a student must pass a minimum of nine (9) credits and attain a 2.00 G.P.A. during a regular semester.* The **status of academic warning** is applied whenever a student's cumulative G.P.A. is less than 2.00 but higher than the probation level. The **status of academic probation** is applied in accordance with the performance levels indicated in the chart above. Any student who earns below a 1.20 grade point average for any semester shall be placed on academic probation. A student who has a semester

grade point average below 1.00 and who has passed fewer than nine credits is subject to academic suspension.

**Students who are on academic warning must adhere to the following:**

- Enroll in 12 – 16 credit hours;
- Repeat all failed courses that are part of SAGE or are required for their major as offered;
- Meet with their academic advisor at least once per month during the semester; and,
- Attend “How to Get Good Grades” short course.

**Students on academic probation must adhere to the following:**

- Enroll in 12-16 credit hours;
- Repeat all failed courses that are part of SAGE or are required for their major as offered;
- Meet with their academic advisor at least once per month during the semester;
- Develop a written contract (academic plan) for the semester in consultation with the

Associate Dean for Academic Affairs and their advisor. This plan must be filed with the Office of the Vice-President for Academic Affairs no later than the tenth day of classes in the semester.

- May not be eligible to participate in any major extracurricular activity, e.g.; intercollegiate athletics, drama productions, offices and standing Student Association committees, and musical organizations; and,
- Attend “How to Get Good Grades” short course

Students who have not regained good academic standing (as defined above) at the end of the semester for which they have been placed on academic probation are subject to suspension. The Faculty Executive Committee makes the final determination of the student's status. In lieu of academic suspension, this committee may, based on a review of the relevant academic records, elect to place certain students on continued academic probation for the next full (Fall or Spring) semester.

Students suspended at the end of the fall semester may not attend during the spring semester. Students suspended at the end of the spring semester may not attend the fall semester. Students suspended for a second time are subject to permanent dismissal from the College.

Students who are readmitted after having been placed on academic suspension, but who fail to make acceptable progress towards achieving the minimum G.P.A. needed to regain good academic standing (as defined above), are subject to permanent academic dismissal. Students who fail to make reasonable progress toward the degree are also subject to dismissal. The Faculty Executive Committee makes these decisions. Appeal of the Committee's decision must be made in writing to the Dean of the College. Appeals must be received in the Office of Academic Affairs within two weeks of the student's receipt of formal notification of suspension or dismissal.

Any student suspended under the academic probation regulations may appeal the action to the Office of Academic Affairs, which considers each request on the basis of merit and probability of likely academic success.

Students who have been suspended for any of the above reasons may apply for readmittance after the period of suspension is over by submitting an application to the Associate Dean for Academic Affairs. The application for readmission may be obtained from the Registrar's Office. The completed application, which must be accompanied by a \$100 deposit, is returned to the Registrar's Office. The deposit is non-refundable even if the applicant cancels. Students who are readmitted after being formally separated from the

College as the result of being placed on academic suspension must satisfy the graduation and program requirements as specified in the catalog that is in effect at the time of readmission.

## **Eligibility Rules for Extracurricular Activities**

All students placed by the Faculty Executive Committee in the category: "Academic Probation" may not be eligible to participate in any major extracurricular activity, e.g.: intercollegiate athletics, drama productions, offices and standing Student Association committees, and musical organizations. In unusual circumstances, when the Dean of the College has ascertained that a student's academic performance will not be adversely affected, the Dean may, as part of the conditions of the student's continued enrollment at the College, allow limited participation in selected extracurricular activities.

A student who is placed on academic probation in two consecutive semesters, and who does not get off academic probation prior to the beginning of the next semester will be ineligible to participate in any major extracurricular activity. Students found responsible of Community Code violations are normally ineligible to participate in major extracurricular activities for 12 months following the finding.

## **Informing Students of Course Requirements**

Each faculty member will prepare a written course syllabus for each course. The syllabus will be given to students at or near the beginning of the course and will inform the students of the goals and requirements of the course, the nature of the course content, and the method(s) of evaluation to be employed. All faculty members will deposit copies of all their course syllabi in their respective division offices on or before the first day of class for each academic term in which they are teaching.

## **Grade Appeal Procedure**

In the event that a student feels the grade for a course is not a fair evaluation of the student's effort and performance, the student should make every attempt to resolve the difficulties by discussion with the instructor involved.

If such discussions do not result in a satisfactory solution to the problem, the student should seek the assistance of the appropriate program or department chairperson in resolving the problem. If the program or department chairperson is the instructor involved, the student should seek the assistance of the appropriate division chairperson.

If this fails, a grade appeal committee will be formed by the program, department, or division chairperson. This committee will consist of three faculty members: one selected by the instructor involved, another by the student, and the third (who shall be chair) by the agreement of the first two faculty members selected. It is expected that the committee will receive full cooperation from all parties involved. To take effect, the committee's decision must be ratified by the Dean of the College. The committee functions in accord with guidelines in the Faculty Handbook. Any formal grade appeal action involving a committee must be initiated by the student at least two weeks prior to the date for clearing incompletes for the term in which the course was taken. The committee shall reach its decision before the date for clearing incompletes for that term. When special conditions exist, this timetable may be altered by the Faculty Executive Committee.

## **Withdrawal from the College**

Applications for official withdrawal from St. Andrews are available from the Dean of

Students. Students are responsible for obtaining and completing the form, then submitting the form to the Registrar. Students withdrawing during the first week of classes receive no grades. After the first week of classes, grades of W are given under the same procedure used for withdrawing from one course. Students who leave the College without completing the withdrawal procedure will receive failing grades in all courses and will not be entitled to refunds. (See “Refunds for Cancellations and Withdrawals” in the Financial Planning section of this catalog.)

## **External Examinations and Programs**

Students may receive credit by examination through the College Level Examination Program (CLEP), and the Advanced Placement program (AP).

### **CLEP**

Students may earn credit toward graduation through the CLEP General Examinations and/or Subject Examinations. These General and Subject Examinations measure a student’s knowledge of basic facts and principles usually covered at the first-year and sophomore levels. Students may receive credit for a maximum of 9 courses (27 credits) by scoring at the 50th percentile or above on any combination of the General or Subject Examinations.

### **AP (Advanced Placement)**

Students achieving a score of three or higher on any Advanced Placement examination will receive credit in the subject at St. Andrews.

## **Advanced Credit for First-Year Students**

First-year students who submit official transcripts of college-level credit earned in liberal arts courses in regionally-accredited colleges and universities may receive credit for those courses at St. Andrews. If a college-level course is being used to satisfy high school graduation requirements, St. Andrews will consider granting College credit for these courses on an individual basis.

## **International Baccalaureate Credit**

St. Andrews offers individual course credit for each International Baccalaureate course completed with a grade of 5 or above. A maximum of 30 credits (sophomore standing) will be awarded for International Baccalaureate courses.

## **Academic Residence Requirements**

Students must complete their last 30 credits at St. Andrews Presbyterian College in order to obtain a degree from the College.

## **Experiential Learning**

The College does not award credit for prior experiential learning.

## **Transcripts**

In order for a student to receive his or her transcript or have it sent to another institution, the Registrar’s Office must have a written request with the student’s signature. A \$5.00 fee is assessed for each transcript that is requested. The normal turnaround for requests is 2 - 5 days, unless the transcript requires the last semester’s grades. Computer processing of final grades takes approximately seven days after the grades are due in the Registrar’s Office.



If a student has a balance on his/her account, the business office has the authority to “block” the transcript by prohibiting the Registrar’s Office from releasing it. Professional and legal standards prevent honoring transcript requests by telephone or e-mail. Similarly, transcripts cannot be faxed.

An official transcript (bearing the College seal) must be sent directly to another school, firm or agency. An official transcript cannot be hand delivered or issued to the student. If the student receives the transcript, it will be stamped “Issued to the Student” and will not be considered official by another institution.

## **Summer Work at Other Institutions**

Students who desire to receive credits toward their St. Andrews graduation requirements for courses taken over the summer at another institution must have the approval of their St. Andrews advisor, the chairperson of the division in which the course(s) would be taught at St. Andrews, and the Registrar.

The institution at which the summer work is to take place must be fully accredited. If the student is a junior or senior, summer work may only be taken at a four-year institution. Credit will be granted only for those courses which are at the college level, and which fulfill graduation requirements at the other institution. For credit to be given at St. Andrews, students must earn a grade of C or higher in the course.

Students are responsible for requesting an official transcript from the other institution to be sent to St. Andrews when the coursework is completed and the grade recorded.

## **Correspondence Study**

Students who are attending St. Andrews full-time and who desire to enroll in extension courses, correspondence courses, and courses for credit from other fully-accredited institutions must have the approval of St. Andrews Dean of the College.

Credit toward St. Andrews graduation requirements will be granted only if students earn a grade of C or better in the course(s). A maximum of two approved extension and/or correspondence courses may be accepted by St. Andrews as meeting graduation requirements. Additional information about this type of study may be found in the student handbook, *The Saltire*.

## **Financial Aid Awards for Foreign Study**

In accordance with the purpose of St. Andrews Presbyterian College, students are encouraged to enrich their undergraduate educational experience by undertaking a period of study abroad prior to graduation. However, financial aid funded by the College is not necessarily applicable in all cases.

Students who are enrolled at St. Andrews Presbyterian College and are in good standing academically at the time of their study abroad may use St. Andrews-funded financial aid to help defray the cost of their participation in the College’s programs with the University of Cuenca, Ecuador; the Brunnenburg Program in Italy; and the college’s Beijing CET/ATA Program in China.

Students who are participating in all other exchange programs under official agreements between St. Andrews and the host institution (Kansai Gaidai University and Han Nam University) may use the St. Andrews-funded financial aid to help defray the cost of their participation, provided that St. Andrews accepts the current student exchange balance with the host institution and gives explicit, written approval. Both conditions must be met in order for St. Andrews-funded financial aid to be used.

Students may not use St. Andrews-funded financial aid, or any other College-administered financial aid, to defray the cost of their study abroad at institutions which are not parties to an official exchange agreement with St. Andrews. This exclusion applies to the Central College Consortium and other entities with which the College may maintain an informal collaborative or cooperative arrangement. In such instances, students may petition for a leave of absence from St. Andrews while they undertake their studies abroad, and subsequently may petition to have their work accepted for transfer credit.

## Degree Requirements

### General Requirements

St. Andrews awards three degrees: the Bachelor of Arts, the Bachelor of Science, and the Bachelor of Fine Arts. Candidates for each degree are required to complete a minimum of 120 credits, with a minimum grade point average of 2.0 in all work attempted both overall and in the major. Course credits required for graduation include, in addition to the course credits needed for the student's major, from 13 to 17 credits in St. Andrews General Education (SAGE) courses, from 21 to 24 credits in Perspectives for Life courses, a 2-credit Wellness course, and a 1-credit Physical Education activity course. No more than three physical education activity credits may be counted toward the 120 required credits. A minimum of 36 credits at the 300-400 levels must be completed for graduation.

Beginning with the 1983-1984 academic year, one St. Andrews credit is equivalent to one semester hour.

Although faculty advisors help students plan their course of study, students are responsible for making sure that the courses taken meet the requirements for graduation.

#### **In order to qualify for graduation, all students must do all of the following:**

1. Successfully complete at least 120 semester hours.
2. Complete the last 30 semester hours at St. Andrews.
3. Successfully complete the Wellness (2 credits) and Physical Education (1 credit) activity requirement.
4. For all credits completed, attain a minimum grade point average of 2.00.
5. Successfully complete all requirements for the major and attain a minimum grade point average of 2.00.
6. Complete Writing Workshops I and/or II with a C- or better.
7. Complete a minimum of 36 credit hours at the 300 level or above.
8. Complete no more than three physical education activity credits as part of the 120 required credits.
9. Successfully complete the St. Andrews General Education (SAGE) program.
10. Complete an application for graduation.
11. Complete a graduation audit in September prior to the May graduation.

## Degrees Offered

### Bachelor of Arts

The B.A. is offered in Applied Ministries, Applied Social Science, Asian Studies, Behavioral Neuroscience, Biology, Business Administration, Communications and Theatre Arts, Chemistry, Education, English, Forensic Science, History, Liberal Arts, Mathematics, Politics, Philosophy, Psychology, Public History, Religious Studies, Southern Studies, Sport and Recreation Studies, Therapeutic Horsemanship, and Visual Arts. A minimum of 30 credits is required for the major.

## **Bachelor of Fine Arts**

The B.F.A. is offered in Creative Writing. A minimum of 40 credits is required for the major.

## **Bachelor of Science**

The B.S. is offered in Biology, Chemistry, and Mathematics. A minimum of 48 credits is required for the major.

## **General Requirements**

St. Andrews offers departmental majors and seven interdisciplinary majors in Laurinburg. Four of the 24 majors are also offered at the Sandhills campus:

Major in Applied Social Science (B.A.)

Major in Business Administration (B.A.)

Major in Business Administration: Specialized Study in Management and Information Technology (B.A.)

Major in Education (B.A.)

Sandhills also offers one minor.

## **Majors Offered At St. Andrews**

### **Division of Humanities and Fine Arts**

Art (B.A.)

- Specialized Program of Study in Art Therapy (B.A.)

Creative Writing (B.F.A.)

Communication and Theatre Arts (B.A.)

English (B.A.)

Philosophy (B.A.)

- Specialized Program of Study in Applied Philosophy (B.A.)

Religious Studies (B.A.)

Applied Ministries

### **Division of Mathematical, Natural, and Health Sciences**

Biology (B.A. and B.S.)

Chemistry (B.A. and B.S.)

- Specialized Program of Study in Biochemistry (B.S.)

Mathematics (B.A. and B.S.)

Mathematics with a concentration in Computer Science (B.A.)

3-2 Engineering Program (B.S.)

3-2 Computer Science Program (B.S.)

Psychology (B.A.)

### **Division of Social and Behavioral Sciences**

Business Administration (B.A.)\*

Concentrations available in Accounting, Economics, Finance, Management, and Marketing

- Specialized Program of Study in Equine Business Management (B.A.)
  - Specialized Program of Study in International Business (B.A.)
  - Specialized Program of Study in Management and Information Technology (B.A.) \*
  - Specialized Program of Study in Sports Management (B.A.)
  - Specialized Program of Study in Therapeutic Horsemanship Management (B.A.)
- Education (B.A.)\*{Elementary and Physical Education}

History (B.A.)  
Politics (B.A.)  
Sport and Recreation Studies (B.A.)  
Therapeutic Horsemanship (B.A.)

### **Interdisciplinary Majors**

Applied Social Science (B.A.) #  
Asian Studies (B.A.)  
Behavioral Neuroscience (B.A.)  
Forensic Science with a concentration in Chemistry (B.A.)  
Forensic Science with a concentration in Psychology (B.A.)  
Liberal Arts (B.A.)  
Public History (B.A.)  
Southern Studies (B.A.)  
\* Majors offered on both campuses  
# Major offered only on Sandhills Campus

### **Declaration of Major**

Students must complete a Declaration of Major Form, available from the Office of the Registrar. Majors must be declared before completing registration for the junior year. Transfer students accepted with junior or senior status are expected to declare a major at the beginning of their first semester at St. Andrews.

### **Contract Majors**

In addition to the majors described in this Catalog, most academic departments offering majors also offer a contract major, which is a program of study arranged around a theme or outcome. For more information, contact the department chairperson.

### **Credit Requirements for Majors**

An academic major consists of a minimum of 30 credits.

### **Perspectives Requirements and Majors**

Perspectives courses may count as fulfilling both perspectives requirements and major requirements.

Information in addition to that specified in the major listings is available from the respective department chairpersons.

### **Additional Requirements for a Second or Third Major, or Second or Third Minor**

A major, including an interdisciplinary major, must contain a minimum of 30 credits that are not part of any other major. A minor, including an interdisciplinary minor, must contain a minimum of 18 credits that are not part of any other minor or major. Thus, second or third majors and/or minors within the same academic division must be approved by the respective division council.

Any course that is specifically required for two or more majors declared by a student may count toward the minimum of 30 credits in each major. Any course that is specifically required for two or more minors or for two or more majors declared by a student may count toward the minimum of 18 credits for each minor. At their discretion, departments

and programs may disallow any overlap for majors or minors. Multiple majors are not permitted at the St. Andrews, Sandhills Campus.

## **Second Degrees**

If a student has a Bachelor's degree from another College, he or she may earn a second Bachelor's from St. Andrews. St. Andrews graduates may come back as special non-degree seeking students and take additional courses.

A student may earn a Bachelor's degree from St. Andrews if he or she has received a Bachelor's degree from another accredited College within the previous five years, by completing the following: all graduation requirements for a major, SAGE 381, SAGE 400, and complete a minimum of 30 credits at St. Andrews. If it has been longer than five years since a student received a Bachelor's degree from an accredited College other than St. Andrews, the student may be required to complete additional St. Andrews General Education Courses in addition to the requirements listed above.

## **Minor Requirements**

St. Andrews offers optional academic minors in selected disciplines. In addition to regular minors listed, students may complete an interdisciplinary contract minor.

The regular academic minor consists of 18-32 credits, of which nine credits must be at the 300- and 400-levels. The interdisciplinary contract minor must consist of a minimum of 8 courses (32 credits) from three or more program areas.

All minors must be declared before registration for the final semester at St. Andrews.

## **Application for Graduation**

In order to be considered a candidate for a Bachelor's degree, students must complete a "Graduation Application" and a "Graduation Audit," at least one semester before their projected graduation date. The application for graduation carries a fee. (See "Other Fees" in the Financial Planning section of this catalog.) Both applications are available from the Registrar's Office.

After a student and advisor have completed the Graduation Audit, the student is responsible for submitting it to the Registrar's Office. The Registrar informs the student by mail of the receipt of the audit and the student's progress and status.

## **Academic Residence Requirements**

Students must complete their last 30 credits at St. Andrews Presbyterian College in order to obtain a degree from the College.

## **Commencement and Diplomas**

St. Andrews holds one commencement ceremony for the conferring of degrees in May each year for all students who have met the requirements for graduation since the last commencement. Diplomas are awarded and degrees are conferred in January for those students who finished requirements during the Summer and Fall Semesters. All students who finish in the Spring Semester are expected to participate in the May ceremony. A student may participate in commencement only upon completion of all graduation requirements. Those not attending the graduation ceremony will be mailed their diplomas. The diploma may be withheld from the student if his or her account is not paid in full. Only one diploma will be awarded each student. The College reserves the right to remove any student from the commencement lineup who violates College policies pertaining to commencement deco-



rum. In such instances, the degree will be conferred in absentia. If for some reason a student's graduation diploma becomes lost, destroyed or marred, the student may request a replacement diploma from the Registrar's Office. The charge for a duplicate diploma is \$60.00 and involves a waiting period of up to six months.

## Pre-professional Programs

### General Information

St. Andrews offers both professional and pre-professional courses of study which encompass many careers. In most instances these courses have been compiled in conjunction with specific requirements of professional schools. Many professional schools require specific procedures in regard to entrance tests, application deadlines, and interviews. In many professions no specific undergraduate major must be followed, and students may major in any area of interest. Therefore some students may have a pre-professional advisor in addition to their academic advisor.

### Pre-Law Certification Program, 18 credits

Designed specifically for students interested in a law career, this interdisciplinary program provides courses which improve students' critical thinking and reasoning skills, and which give a general introduction to American politics and government. Students may apply to the program any time after completing 27 credits at St. Andrews. Applications are available from the pre-law advisor, Professor Richard Prust.

The pre-law certification program consists of 18 credits chosen from the approved list below, in consultation with the student's pre-law advisor. Students must have a cumulative G.P.A. of 3.0 in the 6 courses. No more than 2 of the 6 courses may be taken as both pre-law certificate courses and as major courses.

#### Pre-Law Courses

B/E 209 Principles of Accounting	3
B/E 231 Microeconomics, or B/E 232 Macroeconomics	3
B/E 315 Business Law	3
B/E 328 Sports Management Law	3
CW 221 Introduction to Creative Writing	3
CW 230/330 Creative Non-Fiction	3
His 102 Western Civilization I-Comparative Revolutions	3
His 201 American Civilization I	3
His 202 American Civilization II	3
Phil 203 Intro to Categorical Logic	2
Phil 205 Intro to Symbolic Logic	2
Phil 333 Philosophy of Law	3
Pol 201 Introduction to American Government	3
Pol 231 Introduction to Law	3
Pol 362 Constitutional Law	3
X99 Guided Independent Study in an appropriate area	3-4
X95 Internship in Law	3-4

Additionally, students may elect to pursue a major in pre-law in conjunction with a discipline. Contract majors in Pre-Law and Philosophy, History with an emphasis in Pre-Law, Politics and Law, Pre-Law and Business, and English with an emphasis in American Literature and Law are just a sample of the options available.

## 3-2 Engineering Program

**Director:** Allen Dotson

### **Mission**

Successful completion of this degree program leads to a B.S. degree in mathematics from St. Andrews and a B.S. degree from N.C. State University in a field of engineering selected by the student. Accordingly, the program's mission is twofold. The program supports the Department of Mathematical Sciences' mission to enable the majors to develop critical thinking skills while mastering a broad spectrum of knowledge from the mathematical sciences. As with all mathematics majors at St. Andrews, the majors' studies focus on the mathematical sciences as both an object of study and a tool for application. The program also seeks to prepare its majors for the engineering requirements of N.C. State University. This supports the Department of Mathematical Sciences' mission to prepare its students for professional opportunities in careers.

### **Program of Study**

#### **Mathematics core requirements:**

MAT 221 (Calculus I)

MAT 222 (Calculus II)

MAT 310 (Multivariable calculus)

MAT 312 (Linear Algebra)

MAT 340 (Differential Equations)

#### **Chemistry core requirements:**

CHE 210 (Essential Concepts of Chemistry)

CHE 210L (Essential Concepts of Chemistry Laboratory)

CHE 215 (Introduction to Structural Inorganic Chemistry I)

CHE 215L (Introduction to Structural Inorganic Chemistry Laboratory)

#### **Physics core requirements:**

PHY 211 (General Physics I)

PHY 212 (General Physics II)

#### **Computer Science core requirement:**

CIS 127 (Introduction to Programming and Abstraction)

#### **Elective courses:**

#### **At least three courses chosen from:**

All 300-400 level courses in mathematics, CIS, and chemistry

MAT 205 (Statistics I)

CIS 226 (Object Oriented Programming and Object Oriented Design)

Students may take all of these electives in a single discipline; for example, a student planning to study chemical engineering may take all three electives in Chemistry. Under the 3-2 Engineering Program, the engineering degree must be earned from N.C. State before the B.S. Degree in Mathematics will be awarded by St. Andrews. Note: Since N.C. State has extensive general education requirements, many of which can be met by prudent choices of breadth courses taken at St. Andrews, students interested in this program should contact the director of the program as soon as possible, to plan an efficient course of study. Please see the section of this catalog on the Department of Mathematical Sciences for more information.

## 3-2 Computer Science Program

**Director:** William Rolland

### **Mission**

Successful completion of this degree program leads to a B.S. degree in mathematics from St. Andrews and a B.S. degree in computer science from N.C. State University. Accordingly, the program's mission is twofold. The program supports the Department of Mathematical Sciences' mission to enable the majors to develop critical thinking skills while mastering a broad spectrum of knowledge from the mathematical sciences. As with all mathematics majors at St. Andrews, the majors' studies focus on the mathematical sciences as both an object of study and a tool for application. The program also seeks to prepare its majors for the computer science requirements of N.C. State University. This supports the Department of Mathematical Sciences' mission to prepare its students for professional opportunities in careers.

## **Program of Study**

### **Mathematics core requirements:**

MAT 221 (Calculus I)

MAT 222 (Calculus II)

MAT 310 (Multivariable calculus)

MAT 312 (Linear Algebra)

MAT 340 (Differential Equations)

### **Chemistry core requirements:**

CHE 210 (Essential Concepts of Chemistry)

CHE 210L (Essential Concepts of Chemistry Laboratory)

CHE 215 (Introduction to Structural Inorganic Chemistry I)

CHE 215L (Introduction to Structural Inorganic Chemistry Laboratory)

### **Physics core requirements:**

PHY 211 (General Physics I)

PHY 212 (General Physics II)

Computer Science core requirement:

CIS 127 (Introduction to Programming and Abstraction)

### **Elective courses:**

#### **At least three courses chosen from:**

All 300-400 level courses in mathematics, CIS, and chemistry

MAT 205 (Statistics I)

CIS 226 (Object Oriented Programming and Object Oriented Design)

Students may take all of these electives in computer and information science, but this is not required. Under the 3-2 Computer Science Program, the computer science degree must be earned from N.C. State before the B.S. Degree in Mathematics will be awarded by St. Andrews. Note: N.C. State has extensive general education requirements, many of which can be met by prudent choices of breadth courses taken at St. Andrews. Also, most of the computer and information science courses offered by St. Andrews fulfill requirements of the B.S. degree in computer science at N.C. State. Students interested in this program should contact the director of the program as soon as possible, in order to plan an efficient course of study. Please see the section of this catalog on the Department of Mathematical Sciences for more information.

## **Pre-Veterinarian Program**

**Pre-Vet Advisor: John Moeller**

### **Mission**

Veterinarian school is a post-baccalaureate program requiring an undergraduate degree for admission. The mission of the St Andrews Pre-Veterinarian program is to prepare stu-

dents with the knowledge and skills necessary to gain acceptance in a veterinary school of their choice and to later excel in this field as a professional. This begins with a strong foundation in the sciences, which emphasizes the theoretical, conceptual, and experimental basis of these fields. This knowledge is the cornerstone for future success in every veterinary school. In addition St Andrews cultivates the less tangible qualities and characteristics that admission officers are seeking because they ensure success in the highly challenging field of veterinary science. Through a distinctive, well-rounded liberal education, and the numerous opportunities beyond the classroom such as internships and study abroad, St Andrew students develop invaluable characteristics such as community awareness, creativity, and problem-solving abilities.

### **Program of Study**

Pre-Vet is not defined as separate field of study, nor is it restricted to a single, specific major at St Andrews. The majority of students in the Pre-Vet program usually major in Biology or Chemistry, but the completion of other majors does not exclude a student from successfully applying to a veterinary program. Students interested in becoming a veterinarian first discuss this career choice with the Pre-Vet advisor. They learn what the minimal and recommended requirements are for admission in a veterinary program, from course work to national exams. In consultation with the advisor, they choose a major and plan out their course work each semester to meet the goals of preparing for the specific veterinary schools of their choice, in addition to completing the major and general education requirements. Throughout his/her four years at St Andrews, the student will also discuss various opportunities with his/her advisor, such as internships, and important deadlines for national exams and applications.

#### **Basic science courses that meet the minimal requirements for most veterinary programs:**

BIO 201 and 204 Concepts in Biology 1 & 2

BIO 327 Genetics

CHE 210 & CHE 210L Essential Concepts of Chemistry

CHE 215 & CHE 215L Introduction to Structural Inorganic Chemistry

CHE 220 & CHE 350 Introductory Organic Chemistry

PHY 201 and 202 College Physics, or PHY 211 & 212 General Physics

MAT 205 Statistics and/or MAT 221 Calculus

#### **Recommended courses (may be required for certain schools):**

BIO 221 Anatomy and Physiology

BIO 351 Mammalian Physiology

BIO 353 Zoology

BIO 365 Microbiology

CHE 365 Biochemistry I: Biomolecules

### **Pre-Medical Program**

**Pre-Med Advisor: Michael Morton**

#### **Mission**

Medical schools, in their many different forms, are post-baccalaureate programs requiring an undergraduate degree for admission. The mission of the St. Andrews Pre-Medical Program is to prepare students with the knowledge and skills necessary to gain acceptance in a medical school of their choice and to later excel as a professional. There are many different career options available for students interested in pursuing careers in health care. Students might consider eventually studying medicine, nursing, physical therapy, pharma-

cy, dentistry, or physician assisting among many other fields. Depending on the student's interests, he/she might choose different paths of study while at St. Andrews. The future medical professional needs to possess a diverse educational background so that he/she can bring a variety of talents and interests to the profession of his/her choice. A student may choose any major course of study but should be aware that medical schools are looking for students with a strong foundation in natural sciences (biology, chemistry, mathematics, and physics), highly developed communication skills, and a solid background in the social sciences and humanities. St. Andrews also cultivates the less tangible qualities and characteristics that admission officers are seeking because they ensure success in the highly challenging fields of health care. Through a distinctive, well-rounded liberal education and the numerous opportunities beyond the classroom such as internships and study abroad, St. Andrews students develop invaluable characteristics such as community awareness, creativity, and problem-solving abilities.

### **Program of Study**

Pre-Med is not defined as a separate field of study, nor is it restricted to a single, specific major at St. Andrews. The majority of students in the Pre-Med Program usually major or minor in a natural science, but the completion of other majors does not exclude a student from successfully applying to medical school. Students interested in health related fields should first discuss their career choice with the Pre-Med Advisor. In consultation with the advisor, they choose a major and plan out their course work each semester to meet the goals of preparing for the specific medical schools of their choice, in addition to completing their major and general education requirements. Regardless of what major a student interested in health care chooses to study at St. Andrews, the first two years of study should concentrate on the traditional basic science disciplines with a special emphasis on laboratory experiences that form an integral part of the science education process. This will allow the students to be properly prepared for taking the Medical College Admission Test (MCAT) at the end of their junior year. The MCAT consists of four sections: 1) verbal reasoning, 2) physical sciences, 3) biological sciences and 4) writing abilities. The General Education program at St. Andrews helps prepare students for sections 1 and 4 while courses in the natural sciences help prepare students for sections 2 and 3. Throughout his/her four years at St. Andrews, the student will also discuss various opportunities with his/her advisor, such as internships, and important deadlines for national exams and applications.

### **Basic science courses that meet the minimal requirements for most medical school programs:**

BIO 201 and 204 Concepts in Biology 1 & 2

BIO 327 Genetics

CHE 210 & 210 L Essential Concepts of Chemistry

CHE 215 & 215L Introduction to Structural Inorganic Chemistry

CHE 220 & CHE 350 Introductory Organic Chemistry

PHY 201 & 202 College Physics

OR

PHY 211 & 212 General Physics

MAT 205 Statistics

AND/OR

MAT 221 Calculus

### **Recommended courses (May be required for certain schools):**

BIO 221 Anatomy and Physiology I



## **St. Andrews General Education (SAGE)**

The St. Andrews faculty as a whole designed the St. Andrews General Education (SAGE) program for the St. Andrews student body as a whole. It includes course work that constitutes graduation requirements common to all students – those that carry the SAGE prefix as well as those that satisfy the Perspectives for Life requirements.

### **Mission and Vision (SAGE)**

The SAGE curriculum provides a broad foundation in the liberal arts. In the process, SAGE enables students to reflect upon and understand their chosen programs of study in an interdisciplinary context. The SAGE program seeks to enhance the essential skills of

- critical thinking;
- clear communication; and,
- the ability to make reasoned judgments

in the context of subject matter selected to familiarize students with “the abilities, characteristics, and values that distinguish human beings at their best.”

St. Andrews seeks to graduate informed, thoughtful, articulate individuals who comprehend the complex nature of the challenges facing a diverse but interdependent global community. The general education program is integral to fulfilling this mission. The program teaches and encourages its community of learners to engage in a rigorous, interdisciplinary pursuit of relevant knowledge, skills, and perspectives. This critical exploration takes place within a community rooted in Christian traditions and engaged in a dialogue with other spiritual traditions. The program fosters self-understanding, respect for the dignity of all persons, and responsibility toward our natural and social environments. General education at St. Andrews prepares students for a lifetime of learning, leadership, and service.

This framework enables students to accomplish the following:

- Knowledge, appreciation and integration of diverse forms of inquiry in the context of contemporary global challenges
- Development and articulation of their own value systems in the context of cultural, historical, and religious traditions
- Self-awareness to promote effective and responsible participation in a variety of social, ethical and vocational contexts

### **Organization of the SAGE Program**

The SAGE curriculum allows students to engage in the study of the core liberal arts throughout their entire College career. The organizing theme for general education is a set of questions central to the liberal arts.

At one time in Western culture there was a perceived broad consensus regarding answers to fundamental questions of knowledge and values. More recently educators have realized that these persistent questions should be considered from a diversity of perspectives – cultural, historical, religious, gender, economic, and social. There is increasing awareness that the questions themselves are imbedded in culture and history and reflect the values and views of particular communities and traditions. Today a study of these guiding questions requires an acknowledgement of the ways in which diverse cultures and contexts impact the changing answers to those questions, which have been the focus of human inquiry.

The following SAGE questions are designed to provide a context for intellectual inquiry in St. Andrews General Education courses. The questions guide the faculty as they select texts and develop classroom activities taking into account the diversity of responses and ways of conceiving these perennial questions. The intention of the program is not to provide standard answers to the guiding SAGE questions, but rather to use our tradition of critical inquiry to explore afresh the source and scope of ideas. The general education courses in particular, and the St. Andrews curriculum broadly, challenge students to engage these questions in creative, innovative ways from a variety of perspectives and disciplines. Through the general education curriculum students gain a context for formulating their own answers to the SAGE questions while exploring additional new questions relevant to the challenges of the 21st century.

The central (SAGE) questions are:

- What do we know and how do we know it?
- What is the relationship of self to others?
- What is justice?
- What provides meaning beyond human experience?
- What are the obligations of the liberally educated citizen?
- How do we know what is right or good?

Each course within SAGE will explore one or more of these questions, all of which are avenues for exploring the fundamental question: What does it mean to be human?

## SAGE Courses and Requirements

### 1. Exploration for Life

SAGE 100 Quest I: The Search for Meaning	3 credits
SAGE 200 Quest II: Vital Stories, Ancient to Early Modern	3 credits
SAGE 381 Transitions	1 credit
SAGE 400 Quest III: Contemporary Global Issues	3 credits

### 2. Communication for Life

SAGE 110 Writing Workshop I	3 credits
SAGE 111 Writing Workshop II	3 credits
SAGE 109 Writing Center (as needed)	1 credit
Effective Communication and Research: Experiences in the Major:	
Research	
Oral Communication	
Writing Intensive Experience	

### 3. Perspectives for Life

Creative Arts	3 credits
Foreign Languages	6 credits
Historical Perspectives	3 credits
Humanities	3 credits
International Perspectives	3 credits
Natural Sciences	3-4 credits
Quantitative Reasoning	3-4 credits
Social and Behavioral Sciences	3 credits

### 4. Information Technology

Each course in the St. Andrews College curriculum will utilize appropriate technology

to enhance the teaching and learning environment. Each course syllabus will reference the technology used in the course and the substance of the course will motivate acquisition of the appropriate information technology skills.

### **5. Experiences for Life**

Each St. Andrews graduate will engage in a significant experiential activity. Experiences, which may be used to fulfill this requirement, include:

- Internship
- International travel and study
- Research or Teaching Practicum
- Student teaching
- Residential Assistant in residence hall
- Lab Assistant
- Tutor (participation in an organized program of tutoring)
- Community service

## **Course Descriptions for Common Experience Courses**

Quest I introduces the SAGE questions, whereas Quest II and Quest III will give significant coverage to the SAGE questions.

### **Quest I: The Search for Meaning**

- What does it mean to be human?
- What do we know and how do we know it?
- What is the relationship of self to others?
- What is justice?
- What provides meaning beyond human experience?
- What are the obligations of the liberally educated citizen?
- How do we know what is right or good?

Quest I employs a variety of analytical approaches to introduce students to the liberal arts at St. Andrews Presbyterian College. The course addresses the purposes of a liberal and collegiate education. The shared experiences embodied in this course provide St. Andrews students with both a unifying theme in their most-important first year of College and with the specific skills they will need during their College years and beyond. Through intellectually stimulating readings, lectures, discussions and an introduction to the SAGE questions students will be challenged to think critically, communicate effectively, and develop an interdisciplinary view of lifelong learning and understanding.

### **Quest II: Vital Stories, Ancient to Early Modern**

A course designed to engage the student in thinking about this larger set of questions within a particular historical period.

- What does it mean to be human?
- What do we know and how do we know it?
- What is the relationship of self to others?
- What is justice?
- What provides meaning beyond human experience?
- What are the obligations of the liberally educated citizen?
- How do we know what is right or good?

Quest II is designed to examine how various cultures of the ancient world addressed these questions. Judeo-Christian thought will inform much of the analysis and discussion

in this course. The historical treatment in this course will include culture and thought from the ancient world to the Renaissance.

### **Quest III: Contemporary Global Issues**

This course will be taken in the first semester of the senior year.

What does it mean to be human?

What do we know and how do we know it?

What is the relationship of self to others?

What is justice?

What provides meaning beyond human experience?

What are the obligations of the liberally educated citizen?

How do we know what is right or good?

This is the capstone course in the SAGE program. Students are required to draw on the knowledge and skills acquired in the earlier SAGE courses, other general education courses, and their majors in order to understand complex global challenges and develop ethically sensitive responses to these challenges. This course focuses on major world issues that impact both individuals and communities, and aims at developing the decision-making skills necessary for responsible citizenship.

In all aspects of the course, students are expected to demonstrate active learning habits. They are asked to utilize the methodologies and knowledge of their disciplines. Students are also expected to draw upon the work that they have undertaken in other courses when writing papers, giving oral presentations, engaging in class discussions and participating in group projects. Students are asked not only to express their own views but also to listen carefully and show respect for other viewpoints.

### **Transitions**

This one-credit course is designed to help the student with issues relating to transition into the world of work, graduate school, or professional school. A student may satisfy this requirement by completing SAGE 381 or a designated capstone course in the major. SAGE 381 is to be completed in the junior year.

### **Perspectives for Life**

The Perspectives for Life component is designed to impart a broad foundational knowledge of the liberal arts. Perspectives courses will intentionally address one or more of the central (SAGE) questions. A list of courses that satisfy the requirements will be included in each semester's schedule of classes.

#### **Creative Arts**

**3-4 credits**

A course selected from Art, Communication and Theater Arts, Creative Writing or Music that is designed to explore one or more of the creative expressions of what it means to be human.

#### **Foreign Languages**

**6 credits**

Students who have successfully completed two years of a foreign language at the high school level or two semesters of College level language study are exempt from the foreign language requirement. Students who are native speakers of a language other than English, and who have achieved a score of 500 or above on the Test of English as a Foreign Language also are exempt from the foreign language requirement.

Other students must select one of the options below to fulfill the foreign language requirement:

- Complete two semesters (six credits) of College level language study (normally the 151-152 level language courses).
- Complete an approved semester-long residential course abroad chosen from Beijing, Brunnenburg, or Ecuador in which foreign language study is a component of the program.
- Complete a semester-long overseas exchange program in a non-English speaking country which includes formal foreign language study as a component of the program.  
(Requires department approval).
- Receive a grade of at least 50 percentile on the CLEP examination in a foreign language as verified by the Registrar. (Students with a documented condition which interferes with the ability to learn a foreign language as attested by a score on the Modern Language Aptitude Test (MLAT) and/or other instruments deemed suitable by the Director of Disability Services should consult the Academic Support Services section of this catalog for information regarding options for this requirement.)

### **Historical Perspectives**

**3 credits**

A course designed to promote an understanding of the nature of change and continuity over time and to explore what it means to be human in the modern western world.

### **Humanities**

**3 credits**

A course designed to explore expressions of the human spirit in the medium of language.

### **International Perspectives**

**3 credits**

A course designed to promote broader insight into what it means to be human by studying either 1) one or more non-North American cultures, or 2) social, economic and/or political issues that are international in nature. Note: Students may also satisfy this requirement through successful completion of a semester abroad program. In addition, Short Overseas Term courses may satisfy the requirement upon approval of the proper committee.

### **Natural Sciences**

**3-4 credits**

Part of what it means to be human is to be curious about our natural world. This is a course in which students experience hands-on activities that involve observation of or experimentation with natural phenomena. The course will address, among other questions, how we know what we know.

### **Quantitative Reasoning**

**3-4 credits**

A course designed to develop the ability to think critically and apply logic and quantitative reasoning skills to everyday problems. Students will develop an understanding of the appropriate use and limitations of quantitative analysis. (Students are to fulfill the Quantitative Reasoning requirement in either their freshman or sophomore year.)

### **Social and Behavioral Sciences**

**3 credits**

A course selected from Anthropology, Economics, Education, Politics or Psychology that is designed to explore one or more of the social and behavioral aspects of what it means to be human.



## **Perspectives for Life: Courses satisfying the requirements, listed by category**

The following courses have been approved for the academic year 2006-2007 as Perspectives courses in the given categories. In each category, the Perspectives requirement is met by every course listed except as otherwise noted. Other courses may be approved and specified as Perspectives in the schedule of courses prepared by the Registrar's Office for a given semester.

### **Creative Arts**

Art 146 2-D Design  
Art 147 3-D Design  
Art 223 Drawing I  
Art 228 Ceramics I  
Com 245 Acting I  
Com 253 Video Production  
Com 320 Writing for the Screen  
CW 221 Introduction to Creative Writing  
CW 248/348 Voices and Visions (2 credits of 3 needed)  
Mle 103 College Choir (1 credit per term of 3 credits needed)  
Mle 106 Beginning/Intermediate Bagpipe Band (1 of 3 credits needed)  
Mle 109 St. Andrews Bagpipe Band (1 of 3 credits needed)  
Mus 110 Music Fundamentals  
Mus 215 Piano for Beginners  
Mus 220 The Art of Singing  
Mus 230 Guitar for Beginners  
Mus 256/356 Introduction to Music Literature  
Mus 240 Bagpipe for Beginners  
Mus 254 Musics of the World  
Mus 260/360 Contemporary Music  
Mus 280/380 The Art of Song

### **Historical Perspectives**

Ant 205 Archaeology  
Ant 209 Introduction to Cultural and Social Anthropology  
His 102 Western Civilization II  
His 201 American History Survey I  
His 202 American History Survey II  
His 214 Topics in American History  
His 248 African American History Survey  
Hisp 225 Introduction to Public History  
Phi 303 Modern Philosophy and Scientific Revolutions  
Phi 304 Recent Philosophy and Technological Revolutions

### **Humanities**

Art 120 Art History I  
Art 121 Art History II  
Com 252 Newsmedia, Journalism  
Com 259/359 Cinema Classics  
Eng 209 Survey of American Literature

Eng 211 Masterpieces of English Literature  
 Eng 221 Shakespeare's Comedies  
 Eng 241 African American Literature Survey  
 Eng 252 Modern Poetry  
 Eng 280 Topics in American Pop Culture  
 Eng 281 Children's Literature  
 Eng 290 Shakespeare's Histories and Romances  
 Eng 322 Shakespeare's Tragedies  
 Lit 210 Classics of Western Literary Tradition  
 Lit 225 French Poetry of the 19th Century  
 Phi 100 Introduction to Philosophy  
 Phi 212 Ethics  
 Phi 216 Existentialism  
 Phi 231 Business Ethics  
 Phi 241/341 Philosophical Issues in Mass Communication  
 Phi 301 The Beginnings of Philosophy  
 Phi 302 Jewish, Christian and Islamic Philosophy  
 Phi 303 Modern Philosophy and Scientific Revolutions  
 Phi 304 Recent Philosophy and Technological Revolutions  
 RS 100 Quest for Religious Meaning  
 RS 209 The Bible Today  
 RS 219 Spiritual Journey  
 RS 220 Ethical Topics  
 RS 222/322 Religion in Stories, Plays and Films  
 RS 223/323 Religion and Psychology: Freud, Transactional Analysis, and Jung  
 RS 241 Religion in the Middle East  
 RS 244/344 Religions of India and South Asia  
 RS 246/346 Religions of China  
 RS 247/347 Religion and Psychology: Humanist, Behaviorist, & Developmental Schools  
 RS 250/350 Topics in Pastoral Theology (2 of 3 credits needed)  
 RS 255 Issues in Women and Religion  
 RS 331 History of Christian Thought  
 RS 340 The Pentateuch  
 RS 341 Hebrew Prophets  
 RS 342 The Synoptic Gospels  
 RS 343 The Life and Letters of the Apostle Paul  
 RS 348 Hebrew Psalms and Wisdom Literature  
 RS 349 Johannine Literature  
 RS 355 Women, Religion, and Social Change  
 WS 101 Intro to Women and Gender Studies

### **International Perspectives**

Ant 290/390 Peoples of Latin America  
 AS 101 Introduction to Asia (I)  
 AS 102 Introduction to Asia (II)  
 B/E 277 Introduction to International Business  
 His 277/377 Topics in Latin American History  
 His 282 Latin American History Survey I

His 283 Latin American History Survey II  
Lit 274/374 Japanese Cinema: An Introduction (2 of 3 credits needed)  
Lit 275/375 Japanese Fiction: An Introduction (2 of 3 credits needed)  
Mus 274 Musics of the Celtic World  
Pol 211 Introduction to International Politics  
Pol 267 Political Issues in Global Perspective  
RS 241 Religion in the Middle East  
RS 244/344 Religions of India and South Asia  
RS 246/346 Religions of China

### **Natural Sciences**

Bio 101 Introduction to Topics in Biology  
Bio 201 Concepts of Biology  
Bio 221 Human Anatomy and Physiology I  
Bio 222 Human Anatomy and Physiology II  
Che 210 with 210L Essential Concepts in Chemistry, with Lab  
Che 151 with 151L The Chemical Basis of Everyday Phenomena, with Lab  
For 201 Introduction to Forensic Science  
Phy 104 Introductory Astronomy  
Phy 201 College Physics I

### **Quantitative Reasoning**

B/E 215 Personal Finance  
B/E 231 Microeconomics  
Mat 106 Mathematics: The Science of Patterns  
Mat 115 Precalculus  
Mat 205 Statistics I  
Mat 216 Topics in Discrete Mathematics  
Mat 221 Calculus I

### **Social and Behavioral Sciences**

Ant 205 Archaeology  
Ant 209 Introduction to Cultural and Social Anthropology  
Ant 309 Contemporary Social Problems  
B/E 120 Introduction to Business  
B/E 232 Macroeconomics  
Edu 246 Education, Culture, and Society  
Pol 201 Introduction to American Government  
Pol 211 Introduction to International Politics

# Interdisciplinary Majors & Minors

**Chairperson:** Edna Ann Loftus, Associate Dean for Academic Affairs

- Applied Social Science # (B.A.)
- Asian Studies (B.A.)
- Behavioral Neuroscience (B.A.)
- Forensic Science with a concentration in Chemistry (B.A.)
- Forensic Science with a concentration in Psychology (B.A.)
- Liberal Arts (B.A.)
- Public History (B.A.)
- Southern Studies (B.A.)
- Women's Studies (Minor)
- # offered on Sandhills Campus only

## Interdisciplinary Majors

St. Andrews offers seven interdisciplinary majors, each administered by a separate committee composed of faculty drawn from pertinent academic departments. The interdisciplinary major takes advantage of the distinctive strengths of the faculty and of the curriculum at St. Andrews. By bringing together the teaching expertise of faculty experienced in their fields of specialization, interdisciplinary majors offer students a balanced and diverse set of courses, advising and career services. Each of the interdisciplinary majors prepares students for further advanced studies or more immediate employment prospects; both of which may bridge traditional boundaries and demand new ways of learning and applying new knowledge.

## Applied Social Science

This major is available only to students completing degree requirements on the Sandhills campus.

### Mission Statement:

The Applied Social Science Major is an interdisciplinary program of study in social and life sciences designed to stimulate critical thought about our social and professional environment. The program is designed to prepare individuals for a broad range of entry-level positions in community mental health centers, rehabilitation and public health centers, correctional facilities, human resource departments, charitable organizations, assisted living facilities, social service agencies, detention centers, and public service organizations.

### Required Courses

<b>Psychology</b>	
PSY 101 Introduction to Psychology (have upon entry)	3
PSY 220 Child and Adolescent Development	3
PSY 245 Behavioral Pathology	3
PSY 314 Introduction to Counseling	3
PSY 279 Social Science Research Methods	3

PSY 365 Casework Management	3
	18 credits
<b>Education</b>	
EDU 355 The Exceptional Child	3
EDU 324 Educational Psychology	3
	6 credits
<b>Business</b>	
<b>Select one of the following:</b>	
B/E 312 Principles of Marketing	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 355 Organizational Behavior	3
B/E 373 Human Resource Management	3
<b>Statistics</b>	
B/E 364 Quantitative Analysis, MAT 205 Statistics or other approved equivalent (prerequisite for PSY 279)	3-4
<b>History</b>	
<b>Select one</b>	
HIS 201 American Civilization I	3
HIS 202 American Civilization II	3
HIS 209 North Carolina History	3
<b>Politics</b>	
one upper level approved course in Politics	3
<b>Computer Information Systems</b>	
CIS 111 Introduction to Computer Information Systems	3
<b>Creative Writing</b>	
CW 336 Creative Writing Workshop	3
	15-16 credits

### **Electives**

**Select a minimum of 9 credit hours from the following courses:**

PSY 325 Drugs and Behavior	3
PSY 331 Social Psychology	3
PSY 360 Evaluation and Assessment	3
PSY 370 Health Behavior	3
PSY 390 Human Sexuality	3
EDU 324 Educational Psychology	2
B/E 312 Principles of Marketing	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 355 Organizational Behavior	3
B/E 373 Human Resource Management	3

OR

Approved Special Topics courses in Psychology, Business, Education, Politics, or History

## **Asian Studies**

**Coordinator: Lawrence E. Schulz**

**Major in Asian Studies, B.A.**

**Minor in Asian Studies**



# Mission

In keeping with the mission of the College, and the importance it places on international education, the Asian studies program teaches students to understand and appreciate Asian countries, cultures, societies, and languages and how this vast region interacts with the rest of our interrelated world. The Asian Studies program seeks to prepare students for a variety of Asia-related careers through specialized programs of study, extracurricular events, internships, and study-travel in Asia. The Asian Studies program is interdisciplinary, offering contract majors and minors which must be approved by the Asian Studies Committee. Students may choose to complete a major in Asian Studies to complement another major such as History, International Business, or Religion.

# Goals

- The program in Asian studies is designed to assist students in:
- Cultivating a life-long enthusiasm for studying the peoples and cultures of Asia and identifying career and vocational options that are Asia related while studying, traveling and engaging in experiential learning or internships.
  - Understanding how Asian historical backgrounds, religious traditions, and value systems have influenced and continue to affect Asian peoples and events.
  - Acquiring the skills for finding and interpreting source materials on Asia and communicating ideas clearly in both written and oral presentations.

# Honors in Asian Studies

A major may receive the designation “Honors in Asian Studies” upon meeting the following criteria: achieving a cumulative G.P.A. of 3.00 or better on all course work, and a 3.30 or better in courses in the major; completing two (2) AS 499 Guided Independent Study in Asian Studies for four (4) credits each: one in the Fall Semester of the student’s senior year, and the second guided independent study during the Spring Semester of the student’s senior year; presenting an honors thesis on a topic acceptable to the Asian Studies Committee; and, defending the honors thesis in a comprehensive oral examination before an examining committee comprised of three faculty members, including at least one member of the Asian Studies Committee.

# Major in Asian Studies, 45-47 credits: B.A.

All contracts in this major must include a disciplinary, thematic, or geographic focus, plus the following:

## Required Courses

AS 101 Introduction to Asia	3
AS 102 Introduction to Asia	3
AS 499 Guided Independent Study in Asian Studies Senior Thesis and a portfolio of work	3
Participation in an overseas program of study in Asia for one Fall or Spring Semester	credit varies
Demonstrated competence through at least the intermediate level in one Asian language	12-14

## \*Approved Asian Studies Electives chosen from the following:

(some of the courses taken overseas and not used to meet other major requirements may count toward this requirement)	24
Ant 209 Introduction to Cultural & Social Anthropology	3

Ant 309 Contemporary Social Problems	3
B/E 308 International Financial Management	3
B/E 377 Introduction to International Business	3
Chinese 151 Chinese Language I	3
Chinese 152 Chinese Language II	3
Eng 274/374 Japanese Cinema: An Introduction	3
Eng 275/375 Japanese Fiction: An Introduction	3
His 357 The Second World War, Asia & the Pacific 1919-1945	3
His 271/371 The United States and the Vietnam War	3
Mus 254 Music of the World	2
PE 249 Principles of Taiji	1
Phil 302 Jewish, Christian, and Islamic Philosophy	3
Pol 309 Politics Area Studies. Applicable course rotations include:	
China, Asia, Northeastern Asia	3
RS 100 Quest for Religious Meaning	3
RS 241 Religion in the Middle East	3
RS 244/344 Religions of India & South Asia	3
RS 246/346 Religions of China	3
*Departments frequently offer X90 Special Studies courses that may address topics concerning Asia. Students should consult course listings for each semester for available Asian studies courses. Students may petition the Asian Studies Committee to have other courses accepted as Asian studies courses. One past example is Anthropology 290/390 Peoples of Asia. Students should be aware and take advantage of specialized scholarships for study in Asia, such as the Freeman Foundation or Bridging Japan scholarships.	

## Minor in Asian Studies, 18 credits

### Required Courses

AS 101 Introduction to Asia	3
AS 102 Introduction to Asia	3

### Approved Asian Studies Electives chosen from the following courses, with at least three courses at the 300-400 levels

Ant 209 Introduction to Cultural & Social Anthropology	3
Ant 309 Contemporary Social Problems	3
B/E 308 International Financial Management	3
B/E 377 Introduction to International Business	3
Chinese 151 Chinese Language I	3
Chinese 152 Chinese Language II	3
Eng 274/374 Japanese Cinema: An Introduction	3
Eng 275/375 Japanese Fiction: An Introduction	3
His 357 The Second World War Asia & The Pacific 1919-1945	3
His 271/371 The United States and the Vietnam War	3
Mus 254 Music of the World	2
PE 249 Principles of Taijiquan	1
Phil 302 Jewish, Christian, and Islamic Philosophy	3
Pol 309 Politics Area Studies. Applicable course rotations include:	
China, Asia, Northeastern Asia	3
RS 100 Quest for Religious Meaning	3
RS 241 Religion in the Middle East	3
RS244/344 Religions of India & South Asia	3

\*Departments frequently offer X90 Special Studies courses that may address topics concerning Asia. Students should consult course listings for each term for available Asian studies courses. Students may petition the Asian Studies Committee to have other courses accepted as Asian studies courses. One past example is Anthropology 290/390 Peoples of Asia.

## **Behavioral Neuroscience**

**Co-directors: Pam Case and John Moeller**

**Major in Behavioral Neuroscience (B. A.)**

### **Mission:**

The mission of the Behavioral Neuroscience Program is to provide students with an interdisciplinary approach to the study of human and animal behavior. Historically, Biology and Psychology programs offered two separate approaches and perspectives to the field of behavioral science. This program is designed to promote students' understanding of the growing integration of ideas and methods in the greater scientific and medical communities concerning the underlying bases of behavior. Students with a degree in Behavioral Neuroscience are prepared for graduate school and careers in behavioral science, health science, and medicine.

### **Goals:**

The goals of the program are:

1. To build a foundation in theory, methods, and research findings in biology and psychology.
2. To help the student integrate knowledge from these two disciplines to gain a more complete understanding of the relationship between the structure, function, and behavior of humans and animals.
3. To enable students to demonstrate a solid understanding of the methods of inquiry and experimentation that guides all scientific study.
4. To develop an awareness of the ethical issues in neuroscience research with humans and animals.
5. To offer opportunities for students to engage in independent scholarly research.

## **Honors in Behavioral Neuroscience**

A student majoring in Behavioral Neuroscience may, upon recommendation by the program and certification by the Dean of the College, receive the designation "Honors in Behavioral Neuroscience" after successful completion of the following:

1. A cumulative G.P.A. of 3.0 or better on all course work, and a 3.3 or better on all course work required for the major in Behavioral Neuroscience;
2. A minimum of 6-8 credits of honors course work in the Behavioral Neuroscience program;
3. An honors thesis or project on a topic approved by the program faculty;
4. A defense of the honors thesis or project in a comprehensive oral examination before an examining committee which includes two faculty members teaching in the program and one additional examiner.

## **Internships**

The clarification of educational and personal goals and values is a major objective for

behavioral neuroscience internship students. An internship can enhance learning in the academic world and provide an opportunity to apply and test knowledge of behavioral neuroscience in a practical, professional setting. Internships are open to juniors and seniors with a 2.5 G.P.A. or better and may be taken during any academic term. Internships can be arranged with a variety of institutions and agencies across the country. Internships in the Behavioral Neuroscience program include an academic component as well as site work and should be arranged in consultation with a faculty member teaching in the program.

## Major in Behavioral Neuroscience (58-60 credits)

The plan of study for a Behavioral Neuroscience major is developed in consultation with an advisor selected from the faculty members teaching in the program. It is designed to prepare students to enter graduate school in Behavioral Neuroscience or related fields (biology, psychology, or health sciences). With careful selection of electives, Behavioral Neuroscience is an appropriate major for preprofessional students wishing to study medicine, clinical psychology, pharmacology, or veterinary medicine.

## Requirements for a B.A. degree in Behavioral Neuroscience

### Psychology Courses

PSY 101 Introduction to Psychology	3
PSY 202 Research Methods	4
PSY 232 Biopsychology	3
PSY 432 Sensation and Perception	3
PSY 433 Cognitive Neuroscience	3

### Biology Courses

BIO 201 Concepts I	4
BIO 204 Concepts II	4
BIO 327 Genetics	4
BIO 352 Physiology	4
BIO 355 Animal Behavior	4

### Plus 2 electives from the following:

BIO 452 Cell Biology	3
PSY 325 Drugs and Behavior	3
PSY 243 Sensation, Perception, Cognition, and Action	3
PSY 245 Behavior Pathology	3
PSY 351 Psychology of Speech and Language	3
PSY 337 Personality Theory	3

### Chemistry

CHEM 151/L or 210/L	4
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### Mathematics

MAT 205 Statistics	4
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### Computer Sciences

CIS 111 Intro to Computer Use (or CIS 127)	3
CIS 127 Intro to Programming and Abstraction	3

## Forensic Science

**Co-coordinators: Pamela Ely & Michael Morton**

**Major in Forensic Science with a concentration in chemistry, B.A.**

**Major in Forensic Science with a concentration in psychology, B.A.**

### Mission

In keeping with the mission of the College and the importance it places on connections, the Forensic Science program emphasizes content and technology drawn from the physical, mathematical, and social sciences. The program seeks to prepare students for a broad array of careers in crime laboratories, law enforcement, field collection, and evidence examination. Students gain knowledge of the principles and techniques used in identifying, collecting, and analyzing certain types of crime scene evidence, then they apply their skills in preparing the case for further disposition. Students may choose an area of emphasis in chemistry or psychology.

### Goals:

1. Majors will have a firm foundation in scientific principles.
2. Students will make effective use of scientific equipment and technology.
3. Majors will be able to accurately identify sources of trace evidence and suggest appropriate analytical techniques.
4. Students will be able to effectively communicate scientific information in oral and written form.
5. Students will understand the importance of ethical conduct in analysis and interpretation of evidence and other information related to criminal investigation.

## Internships

An internship in a law enforcement agency or crime laboratory is strongly encouraged. These experiences help clarify career or educational goals and give the student valuable practical experience. Prospective interns must meet College-wide requirements and be approved by the appropriate Division Council.

## Major in Forensic Science, B.A. (56-59 credits)

### Required Courses

BIO 201 – Concepts in Biology	4
CHE 210 – Essential Concepts of Chemistry (General Chemistry I)	3
CHE 210L – Essential Concepts of Chemistry Lab	1
MAT 205 – Statistics	4
PHY 201 or 211 – Physics	4
POL 231 – Introduction to Law	3
PSY 101 – Introduction to Psychology	3
FOR 201 – Introduction to Forensic Science	4
FOR 401 – Crime Scene Investigation/Evidence Collection	4
FOR 402 – Microanalysis of Trace Evidence	4
Senior Seminar (PSY 350 or CHE 455 or SAGE 381)	2

### Required Courses for the concentration in Chemistry



CHE 215 & 215L – Introduction to Structural Inorganic Chemistry (General Chemistry II)	4
CHE 220 & 220L – Introductory Organic Chemistry I	5
CHE 350 & 350L – Introductory Organic Chemistry II	5
CHE 315 & 315L – Analytical Chemistry	4
CHE 365 – Biochemistry I: Biomolecules	3
CHE 365L – Biomolecules Laboratory	1
<b>Required Courses for the concentration in Psychology</b>	
PSY 202 – Research Methods	4
PSY 232 – Biopsychology	3
PSY 245 – Behavior Pathology	3
PSY 260 – Psychology in Legal Contexts	3
PSY 325 – Drugs and Behavior	3
PSY 331 – Social Psychology	3
PSY 337 – Personality Theory	3
PSY 433 – Cognitive Neuroscience	3

## Liberal Arts

**Coordinator: Edna Ann Loftus, Associate Dean for Academic Affairs**

**Major in Liberal Arts, B.A.**

### Mission

The purpose of the liberal arts major is to permit students to profit from the study of the full breadth of a liberal arts curriculum, as an end in itself as well as to complement and provide a context for the study of a particular discipline. The major may draw on courses in the natural and health sciences, mathematics, fine arts, humanities, and the social and behavioral sciences. It allows students to explore and appreciate the ways in which diverse disciplines, schools of thought, modes of inquiry, and cultures fit into the rich fabric of human nature and self-expression. Intellectual, cultural, social, political, scientific, artistic, literary, and religious interactions and influences within a given era and from age to age are studied. Depth of knowledge and understanding is gained through progressively advanced study in several disciplines, rather than in a single discipline.

### Program of Study

The major in liberal arts is a contract major, constructed by students in consultation with their advisors, and subject to the approval of their respective coordinators.

### Requirements for All Liberal Arts Majors

The program of study must consist of a minimum of 45 and a maximum of 56 credits. A minimum of 21 of the total credits for the major must be earned at St. Andrews Presbyterian College.

Approved Electives at the 100-200 levels	21
Approved Electives at the 300-400 levels	24

### Major in Liberal Arts, 45-56 credits: B.A.

In consultation with the Coordinator, students select a theme and at least two academic advisors from two different disciplines. One of the academic advisors will serve as the “advisor of record.” The contract may include X99 Guided Independent Studies courses, and X95 Internships. Internships are strongly suggested. The major in liberal arts at St.

Andrews may not be combined with any other major or minor.

**Required Courses**

Approved Electives from One Academic Discipline	12
Approved Electives from a Second Academic Discipline	12
*Approved Electives from a Third Academic Discipline	6
Approved Electives	15-26
*These credits must be supportive of the theme of the major.	

**Public History**

**Director: David F. Herr**

**Major in Public History (B.A.)**

**Minor in Public History**

**Purpose:**

Public history is a family of activities whose common goal is to bring the knowledge, insights, skills and standards of the historical profession to the public. Its practitioners work in many settings including private firms, archives, museums, government agencies, and academic institutions. Public history majors will typically develop skills through work in American history.

**Major in Public History**

A major in Public History consists of 36 credits including at least fifteen credits in 300-400 history courses.

**Required Courses**

- HISP 225 Introduction to Public History
- ART 120 Art History I or 121 Art History II
- B/E 120 Introduction to Business
- B/E 373 Human Resources Management
- CHE 151/151L The Chemical Basis of Everyday Phenomena
- FOR 201 Forensic Science
- HIS 201 American History Survey I
- HIS 202 American History Survey II
- HIS 325 Junior Methodology and Research Seminar
- HISP 498 Practicum in Library and Archival Science (Requires special arrangement with Library faculty.)
- HISP 395 Academic Internship (with departmental approval or HIS 425 Senior Research Seminar in History)
- GIS Independent study in public history for qualified students

**Sample of a Major in Public History**

**Lower Level**

HISP 225 Introduction to Public History	3
ART 120 Art History	3
B/E 120 Introduction to Business	3
CHE 151/151L The Chemical Basis of Everyday Phenomena	3
FOR 201 Forensic Science	3
HIS 201 American History Survey I	3
HIS 202 American History Survey II	3
HIS 102 Western Civilization II	3

### **Upper Level**

B/E 373 Human Resources Management	3
HIS 309 North Carolina History	3
HIS 325 Junior Methodology and Research Seminar	3
HISP 395 Academic Internship or HIS 425	3
HISP 498 Practicum in Library and Archival Science	3

### **Minor in Public History**

A minor in Public History requires a minimum of 18 credit hours. 9 credit hours must be upper level courses (300-400 level).

#### **Required Courses**

- HISP 225 Introduction to Public History
- HIS 325 Junior Research Seminar in History
- HISP 399 Guided Independent Study in Public History
- FOR 201 Forensic Science

**Students will also select a minimum of two, one of which must be at the upper level, out of the following list of elective courses. At least one elective must be a history course.**

- ANT 205 Archaeology
- ART 120/121 Art History I & II
- B/E 120 Introduction to Business
- B/E 373 Human Resources Management
- CHE 151/151L The Chemical Basis of Everyday Phenomena
- HIS 201 American History Survey I
- HIS 202 American History Survey II
- HIS 214/314 Topics in American History
- HIS 277/377 Topics in Latin American History

### **Internships in Public History**

Qualified students are encouraged to develop an internship program working with one of the many public history venues in our region. An internship will substitute for one elective. Possibilities include the Indian Museum of the Carolinas, the John Blue House, the Latta House in Charlotte, Levine Museum of Southern History, and the Museum of the Cape Fear.

### **General Requirement for all Public History majors**

All senior history and public history majors who expect to graduate in the spring semester of their senior year are required to submit a formal evaluation of their progress prescribed by the department in March of their senior year.

### **Southern Studies**

**Director: David F. Herr**

**Major in Southern Studies (B.A.)**

**Minor in Southern Studies**

#### **Purpose**

Southern Studies is an interdisciplinary major focused on the American South. Students will explore Southern history, literature, culture, as well as the region's political, economic, and social issues. This major broadens students' understanding of the American experience

while developing their reasoning and writing skills. Students interested in law, communications, journalism, public service, and business will find this major particularly attractive.

### Major in Southern Studies

A major in Southern Studies consists of 36 credits including at least fifteen credits in upper level courses (300-400). All majors must include a disciplinary, thematic, or geographic (within the American South) focus. Students must choose from courses designated as meeting Southern Studies requirements.

**Required Courses**

- SOS 210 Introduction to Southern Studies
- SOS 415 Southern Studies Seminar
- ENG 378 Southern Literature [ENG 209 prerequisite]
- HIS 410 Topics in Southern History  
[HIS 201 or 202 & 300 level HIS course prerequisite]
- RS 390 The Role of Religion in the Southern Ethos

### Sample of a Major in Southern Studies

**Thematic Major: The Antebellum South**

**Lower Level**

- |  |   |
|--|---|
| SOS 210 Introduction to Southern Studies | 3 |
| ENG 209 Survey of American Literature    | 3 |
| ENG 290 Civil War as 20th Century Text   | 3 |
| HIS 235 American Slavery                 | 3 |
| HIS 214 Topics in American History       | 3 |
| HIS 202 American History Survey II       | 3 |

**Upper Level**

- |   |   |
|---|---|
| ENG 341 African American Literature               | 3 |
| HIS 334 Civil War and Reconstruction              | 3 |
| RS 370 The Role of Religion in the Southern Ethos | 3 |
| ENG 378 Southern Literature                       | 3 |
| HIS 410 Topics in Southern History                | 3 |
| SOS 415 Southern Studies Seminar                  | 3 |

### Minor in Southern Studies

A minor in Southern Studies requires a minimum of 18 credit hours. 9 credit hours must be upper level courses (300-400 level). Minors, like majors, must designate a disciplinary, thematic, or geographic emphasis. Students must choose from courses designated as meeting Southern Studies requirements.

**Required Course**

- SOS 210 Introduction to Southern Studies
- SOS 415 Southern Studies Seminar

**Courses meeting Southern Studies requirements**

- ENG 209 Survey of American Literature
- ENG 215/315 Black Mountain Poets
- ENG 243/343 Civil War as 20th Century Text
- ENG 241/341 African American Literature
- ENG 384 North Carolina Literature
- ENG 385 Major Southern Authors

- ENG 378 Southern Literature
- HIS 201 American History Survey I
- HIS 202 American History Survey II
- HIS 214/314 Topics in American History
- HIS 235/335 American Slavery
- HIS 248 African American History
- HIS 334 Civil War and Reconstruction
- HIS 345 The American Civil Rights Movement
- HIS 410 Topics in Southern History
- RS 220 Ethical Topics
- RS 370 The Role of Religion in the Southern Ethos
- POL 250 Contemporary Issues: The Politics of Race
- POL 250 Contemporary Issues: The Politics of Food
- POL 335 Constitutional Law: Civil Rights

Departments frequently offer X90 Special Studies courses that may address topics concerning the American South. Students should consult course listings for each term for available Southern Studies courses. Students may petition the Southern Studies Chair to have other courses accepted as Southern Studies courses.

## Women’s Studies Minor

**Faculty Contacts:** Betsy Dendy and Edna Ann Loftus

### Purpose

The purpose of the women’s studies curriculum is to emphasize women’s past and present roles in various social contexts (economic, political, religious, etc.) and across multiple disciplines. The women’s studies minor is an interdisciplinary minor taken along with a disciplinary major. Women’s studies courses offer students a chance to develop the skills necessary to analyze and to explore the ways in which gender defines who we are as women and men, how we are perceived, and how we are taught to perceive ourselves. Students choosing this course of study are encouraged to view the study of gender and sexuality within larger discussions of race, ethnicity and nationality in comparative and global contexts.

### Course Requirements

A minimum of 18 credit hours. Half of the credit hours must be taken as upper level courses (300-400 level).

**In addition to fulfilling major requirements students must take the following:**

- WS 101 Introduction to Women and Gender Studies
- An interdisciplinary, team-taught course that provides students with the tools necessary to critically analyze gender roles and how they are shaped by social, economic, religious, political and scientific influences.

- |                              |             |
|------------------------------|-------------|
| WS 200 Feminist Theory       | 2-3 credits |
| WS 400 Senior Thesis Project | 1-3 credits |

Students will also select courses out of the following list to complete the requirements for the minor. This list shows examples of courses already in the catalog that are clearly appropriate.

- |                                     |   |
|-------------------------------------|---|
| ENG 379 Women Writers               | 3 |
| POL 266/366 Politics of Sex         | 3 |
| RS 255 Issues of Women and Religion | 3 |



Students will also have the opportunity, with the approval of the instructor and upon the completion of a petition process, to focus their studies in other courses on issues related to women. Possible options include an emphasis on eco-feminism, women and psychology, US women's history, feminist perspectives in science and women artists.

## Internships

Students are encouraged to participate in an internship program focusing on women's issues and to begin to consider these issues in light of larger issues of social justice. Suggestions for internships include: Office for Women at General Assembly Offices of the PC (USA), Domestic Violence Shelter, etc.

## International Experience

Students are strongly encouraged to take advantage of faculty-led international travel opportunities that are relevant to the course of study and to attend conferences discussing women's issues.

# Humanities and Fine Arts

**Chairperson: Stephanie McDavid**

**Departments and Programs**

Art

Communication and Theatre Arts

English, Creative Writing and Foreign Language

Music

Philosophy

Religious Studies

## Majors

The Division of Humanities and Fine Arts offers seven majors as listed below. In addition, students interested in music may consider the Contemporary Music interdisciplinary Liberal Arts major.

Art (B.A.)

- Specialized Program of Study in Art Therapy (B.A.)

Creative Writing (B.F.A.)

Communication and Theatre Arts (B.A.)

English (B.A.)

Philosophy (B.A.)

- Specialized Program of Study in Applied Philosophy (B.A.)

Religious Studies (B.A.)

Applied Ministries (B.A.)

## Minors

The minors listed below are offered by the departments and programs of the Division of Humanities and Fine Arts.

Art

Creative Writing

Communication and Theatre Arts

Film Studies  
English  
French  
Modern Languages  
Music  
Philosophy  
Religious Studies  
Spanish

## Department of Art

**Chairperson: Christopher McDavid**

**Major in Art (B.A.)**

**Specialized Program of Study in Art Therapy (B.A.)**

**Minor in Art**

### Mission

The mission of the Department of Art is to develop in all of our students an informed appreciation of our rich international visual heritage, to develop pre-professional levels of skill and performance in our majors, and to offer a flexible program including opportunities for interdisciplinary study, international programs, and internships. The department is in support of the Colleges' commitment to effective verbal literacy and offers a calendar of gallery exhibits to promote visual literacy in the College and community.

### Goals

At the time of their graduation:

1. All of our students will have developed an informed and articulate appreciation for our rich and international visual heritage.
2. Our majors will have developed a degree of skill and professionalism adequate for successful performance in graduate or professional school and/or in an art or art-related career.
3. Our majors will have been given the opportunity for experiential learning beyond the classroom, through internships, travel and service activities.
4. Graduating seniors will present a senior exhibition of work, submit a slide portfolio and résumé, and present a final exit interview regarding content.

Non-majors are encouraged to take any of the course offerings in art. Students who have an interest in a particular art medium or area of art history not appropriate in a regular course may apply for guided independent study or advanced studies in art. Students interested in medical illustration, art restoration, art criticism, or museum curatorship, etc. may contract for a liberal arts major. Our students are invited to combine the visual arts with other disciplines to form thematic majors such as Communication/Visual Arts and Arts Management.

### Major in Art (53 credits)

The Department of Art offers a balanced program in basic studio art courses and art history for the visual arts major interested in art as a vocation, for teaching or for further study in graduate school.

#### Course Requirements for the Major:

ART 120 Art History I	2
ART 121 Art History II	2

ART 146 2-D Design	4
ART 147 3-D Design	4
ART 223 Drawing I	4
ART 361 Seminar in Modern Art	2
ART 456 Art Portfolio	2
ART 457 Senior Show	2

**Choose 2 approved applied art courses:**

ART 225 Sculpture I	4
ART 226 Painting I	4
ART 227 Computer Art I	4

The remainder of the major contract is negotiated individually and generally focused on upper and advanced levels of studio work. Students are actively encouraged to complete an internship during the junior or senior year. Students who pursue contract majors in the visual arts focus on a particular area of emphasis in studio art. A sample contract of a recent graduate:

ART 120 Art History I	2
ART 121 Art History II	2
ART 146 2-D Design	4
ART 147 3-D Design	4
ART 223 Drawing I	4
ART 225 Sculpture I	4
ART 226 Painting I	4
ART 227 Computer Art I	4
ART 325 Sculpture II	4
ART 361 Seminar in Modern Art	2
ART 327 Computer Art II	4
ART 425 Sculpture III	4
ART 444 Advanced Studio	4
ART 495 Internship	3
ART 456 Art Portfolio	2
ART 457 Senior Show	2

## **Major in Art (B.A.) with a Specialized Program of Study in Art Therapy (62-65 credits)**

The undergraduate Bachelor of Arts Degree with a Specialized Program of Study in Art Therapy is an art-based course of study where breadth and depth in art skills are complemented by an understanding of basic individual psychological processes from a therapeutic perspective. This degree prepares students by giving them thorough experience with different media which could lead to other courses of graduate study in art. Moreover, the B.A. degree prepares students for a therapeutic focus of graduate study by providing requisite basics in introductory, abnormal, and developmental psychology. These fundamentals are notably enhanced by the helping skills gained in counseling psychology and the understanding of cultural differences gained through anthropological study. By their senior year, students will have completed an internship in a helping or counseling profession, preferably art therapy. Seniors will also have shown their artwork to the public and created a portfolio. Demonstration of talent through slide portfolios figures prominently in applications for Master of Art Therapy programs.

### **Course Requirements for the Major:**

ART 120	Art History I	2
ART 121	Art History II	2
ART 146	2-D Design	4
ART 147	3-D Design	4
ART 223	Drawing I	4
ART 225	Sculpture I	4
ART 226	Painting I	4
ART 228	Ceramics I	4
ART 361	Seminar in Modern Art	2
ART 3XX	Studio course (level II)	4
ART 4XX	Advanced Studio course (level III)	4
ART 444	Advanced Studio course (level IV)	4
ART 456	Art Portfolio	2
ART 457	Senior Show	2
PSY 101	Introduction to Psychology	3
PSY 220	Child/Adolescent Development	3
PSY 245	Behavioral Pathology	3
PSY 315	Counseling Psychology	3
PSY 395/495	Internship	1-4
ANT 209	Introduction to Cultural/Social Anthropology	3

### Minor in Art (26 credits)

A minor in art consists of eight courses, three of which are 300-400 level courses. It is required that ART 146, 147, 120, 121, and 361 be included in the minor as well as three upper level courses in a chosen area of emphasis in studio or art history.

## Department of Communication and Theatre Arts

**Chairperson: Richard Brett**

**Major in Communication and Theatre Arts (B.A.)**

**Minor in Communication and Theatre Arts**

**Minor in Film Studies**

### Mission

The St. Andrews Department of Communication and Theatre Arts introduces students to the theory, the art, and the practice of the many manifestations of contemporary communications within a liberal arts framework. Our program combines history and theory with hands-on experience in media ranging from public speaking to theatre to film and television. For majors and non-majors alike, courses are designed to develop both an appreciation for the production and artistry of these media, and the ability to interpret and analyze intelligently the subject matter these media convey.

At St. Andrews we recognize that no academic discipline grows within a vacuum – that the mass-communication-dominated world of the 21st century is an increasingly interrelated whole. In accordance with the mission of the College, and the liberal arts tradition, the programs of study within the Department of Communication and Theatre Arts at St. Andrews require students to engage a variety of additional disciplines such as Creative Writing, Philosophy, Politics, and Visual Arts. Our core requirements are designed to widen students’ critical perspectives and to add richness and scope to their course of study through exposure to multiple voices and modes of thought.

# Goals

- 1. To develop competitive communication skills through writing, public speaking, and the command of visual and mass media.
- 2. To develop the ability to interpret and analyze mass media communication critically and intelligently.
- 3. To acquaint students with the range of career opportunities in a variety of communication fields.

# Program of Study

Communication and Theatre Arts is a contract major. Students develop their contracts in collaboration with the one or more of the department faculty members. All contracts in Communication and Theatre Arts will include at least 42 credits, with at least 20 at the 300-400 levels. Depending upon personal and vocational goals, students sometimes supplement their work in Communication and Theatre with courses added to their major contracts from such departments as art, creative writing, politics, music or philosophy, subject to approval by their advisor.

# Major in Communication and Theatre Arts (42 credits)

This major is completed through a combination of Required and Elective courses:

**Required:**

COM113	Public Speaking	2
COM 255	Broadcast Mediums	3
COM 245	Acting I	3
COM 253	Introduction to Video Production	3
COM 353	Directing	3
COM 354/454	Practicum	3
COM 455	Film and Theatre Seminar	3
ART 146 or 147	2-D Design or 3-D Design	4
CW 221 or 249/349	Creative Writing or Creative Writing Symposium	2-3
PHI 341	Philosophical Issues in Mass Communication	3

**Elective:**

The major requires an additional 12-13 credits from Communication and Theatre, and supporting academic disciplines, chosen in consultation with the student's advisor.

# Minor in Communication and Theatre Arts (minimum of 23 credits)

This minor is completed through a combination of Required and Elective courses:

**Required:**

COM 113	Public Speaking	2
COM 245	Acting I	3
COM 253	Video Production	3
COM 255	Broadcast Mediums	3
PHI 341	Philosophical Issues in Mass Communication	3
COM 353	Directing	3

**Elective:**

The minor requires an additional 6 credits from Communication and Theatre, all at the 300-400 levels.

# Minor in Film Studies (18 credits)



**Program Goal**

Film functions both as entertainment, and as a powerful popular/cultural mode of expression – both reflecting and motivating concerns and trends within society. The goal of the Film Studies minor is to immerse interested students in the study of the hundred-year-old art/communication form that is film. The minor, spread among four academic departments, enables students to engage this subject from aesthetic, technical, historical, literary, cultural, political, and religious perspectives.

A minor in Film Studies consists of a minimum of 18 credits, spread among 6-7 courses, at least 9 credits of which are at the 300-400 level. It is required that COM 259/359 be included in the minor, as well as one ENG and one POL selection. The remaining 9-11 credits are selected by the student from among the remaining offerings on the cinema minor list.

**Course requirements for the minor:**

COM 259/359 Cinema Classics 3

**and 1 of the following courses:**

ENG 280/380 Literature-Based Films 3

ENG 274/374 Japanese Cinema: An Introduction 2

**and 1 of the following courses:**

POL 241/341 Politics & Film 2

POL 266/366 Politics of Sex 3

POL 276 Politics of Behavior 3

**9-11 additional credits from among the ENG and POL credits listed above, and the following elective courses:**

COM 245/345 Acting for the Camera 3

COM 255 Broadcast Mediums 3

COM 290/390 Topics in Film(can be repeated) 3

COM 320 Writing for the Screen 3

RS 222/322 Religion in Stories, Plays, and Films 3

**Department of English, Creative Writing and Foreign Language**

**Chairperson: Dr. Edna Ann Loftus**

**Major in English (B.A.)**

**Major in Creative Writing (B.F.A.)**

**Minor in English**

**Minor in English with a Specialized Program of Study in Literature**

**Minor in English with a Specialized Program of Study in Writing**

**Minor in Creative Writing**

**Minor in French or Spanish**

**Minor in Modern Languages**

**Mission**

The program that awards the Bachelor of Arts in English at St. Andrews supports and advances the purpose of the College by:

- 1. Teaching the skills of written and oral communication, critical thinking and analysis, and research necessary for students to lead productive professional lives.
- 2. Providing critical exploration of the discipline of literature and literary criticism.
- 3. Supporting experiential learning through the Brunnenburg Program, internships,

and service activities.

The mission of the program for English majors at St. Andrews is to provide a course of study in English and American literature which emphasizes the major authors, movements, and literary genres from the medieval to the modern periods. Upon completion of the curriculum, students majoring in English are expected to be prepared for a wide spectrum of professional opportunities, both in careers and in graduate and professional schools. For the major and the general student alike, courses are designed to cultivate an understanding of literature as an expression of human values and experience, to foster an appreciation of the English language as a vehicle for imaginative, informative, persuasive, and emotive expression, and to develop skills of expository writing, critical thinking and reading. The Department's curriculum offers majors knowledge in the areas of English and American literature while enabling them, through electives and special courses, to place that knowledge in an international, intercultural, and interdisciplinary context. The Department provides independent study opportunities, internships, and advising to assist students in the pursuit of career goals and plans for graduate study.

## Goals

At the time of graduation, the English major is expected to:

1. Be acquainted with the diversity and scope of the Western literary heritage which shapes, reflects, and records human experience and values.
2. Be able to write essays on literary topics which demonstrate mastery of clear expository prose, skill in library research, and the ability to analyze a literary text in critical, imaginative, and historical contexts.
3. Have developed a personal reading list of literary and critical works which the graduate intends to read for individual enrichment and/or advanced study.

## Honors in English

A major may receive "Honors in English" upon meeting the following criteria:

1. Achieving a cumulative grade point average of 3.0 or better in all courses and a 3.3 or better in courses in English.
2. Completing ENG 497 (academic honors) with a grade point average of 3.3 or better.
3. Completing and successfully defending a thesis or project in a comprehensive oral examination before an examining committee composed of at least one member of the English program, one St. Andrews faculty member outside the program, and one additional outside examiner.

## Major in English

Courses of study within the English major are designed to meet the needs of the individual student. English majors will contract with the English faculty the courses to be taken in their degree program. Students will be invited to contract English majors of the following kinds, or to propose alternatives that more adequately meet their needs: the major in English and American literature; English for careers in the church; English for pre-law; English for business careers; English for civil service careers.

Contracts will be developed that are mutually agreeable to the English faculty and the student and that include serious studies in English while drawing upon other resources of the College that point toward particular vocations.

## Requirements for the Major in English:

A minimum of 34 credits, including ENG 209, ENG 211, ENG 278, ENG 453, and one approved course in History are required for the major in English.

**Required Courses:**

ENG 209 Survey of American Literature	3
ENG 211 Masterpieces of English Literature	3
ENG 278 Introduction to Critical Analysis and Literary Theory	3
ENG 453 Senior Portfolio and Review	1

**Additional Requirements:**

Two upper-level courses in the Medieval/Renaissance period: Shakespeare’s Comedies, Shakespeare’s Tragedies, Milton, Medieval Literature, Renaissance Literature, Saints and Heroes of the Middle Ages).

**One of the following courses:**

- ENG 308 Victorian Literature
- ENG 317 Romantic Literature

Two upper-level courses in American literature, at least one of which must be in American literature before 1900.

Two additional courses, at the 300 level or above drawn from offerings in English, Creative Writing, and Literature.

One approved course in History, chosen in consultation with the advisor.

**A sample contract for a Major in English:**

ENG 209 Survey of American Literature	3
LIT 210 Classics of Western Literature	3
ENG 211 Masterpieces of English Literature	3
ENG 278 Intro. to Critical Analysis and Literary Theory	3
ENG 311 American Renaissance	3
ENG 322 Shakespeare’s Tragedies	3
ENG 377 Whitman/Dickinson	3
ENG 359 Renaissance Literature	3
ENG 317 Literature of the Romantic Period	3
ENG 376 Anglo-Irish Literature	3
ENG 385 Major Southern Authors	3
CW 413 The Writing of Verse	3
ENG 453 Senior Portfolio and Review	1

**Minor in English**

**Minor with a literature emphasis**

**Minor with a writing emphasis**

For literature minors, a minimum of 18 credits in English and/ or Literature are required, half at the 200 level and half at the 300 or 400 level. Only one writing course (e.g. Creative Writing) may be counted in the six courses for this minor.

For minors with a writing emphasis, the contract must include: one or more chosen from ENG 209, 211, 252 or LIT 210; CW 221 and two courses in creative writing at the 300 or 400 level; and ENG 321 or ENG 322.

**Creative Writing**

**Mission**

The mission of the program leading to a Bachelor of Fine Arts Degree in Creative Writing is to prepare students to enjoy the art and craft of imaginative writing as a fulfilling, lifelong vocation or avocation through a rich exposure to the genres of fiction, creative nonfiction, poetry, drama, and screenwriting. Each student will have practice in writing in at least two of these genres in depth. That practice will enable students to harness their own experiences, real and vicarious, and aim to help them find a unique literary voice. Students will have the opportunity to work on the Cairn, our literary journal, as well as in the St. Andrews College Press Office. Students will also have the opportunity to work one on one with professional writers through the Fortner Writers' Forum or the Ronald H. Bayes Writer in Residence program. Some students with the major may go on to graduate study in Creative Writing and/or English, while others may enter the marketplace in business, industry, or journalism, where their skills in writing and language will be especially beneficial; others may become free-lance writers full time. Whatever the vocational choice, it is hoped that all graduates will simultaneously carry on with their personal writing and publishing ambitions. Non-majors taking the courses may expect to have their horizons broadened in the genres and to reap the benefits of intense, affirmative critiquing of their writing.

**Goals**

- 1) Students will become aware of major literary forms and traditions.
  - A. Students will be able to identify and practice traditional forms of poetry, fiction, creative nonfiction, screenwriting, and drama.
  - B. Students will be able to identify major schools of contemporary and/or experimental writing and will have the opportunity to explore such writing (e.g.: modern Noh drama, free verse, postmodern fiction).
- 2) Students will be active participants in “The Republic of Letters.”
  - A. Students will give positive critiques to each other’s ideas and manuscripts.
  - B. Students will present their own work in a public forum.
  - C. Students will become familiar with the broad scope of outlets for publication.
- 3) Students will have the opportunity to hone specific marketable skills as well as general creative skills through the opportunity to study and practice in a variety of genres.

**Major in Creative Writing (37 credits minimum)**

CW Majors will be required to take courses listed below to insure a certain cohesion of essential understanding. These courses will be enhanced by a rich selection of elective courses from areas across the curriculum, especially English and Literature courses.

**Core Requirements for the Major**

CW 221 Introduction to Creative Writing	3
ENG 252 Modern Poetry	3
ENG 321, or ENG 322 (or approved drama course)	3
ENG 278 Introduction to Critical Analysis & Literary Theory	3

**One of the Following Literature Surveys**

ENG 209 Survey of American Literature	3
ENG 211 Masterpieces of English Literature	3
LIT 210 Classics of Western Literature	3

**Two of the Creative Writing Symposia**

CW 250 Poetry Symposium	2
CW 255 Fiction Symposium	2

CW 260 Creative Nonfiction Symposium	2
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**Two of the Following Workshop Courses**

CW 425 Writing Creative Nonfiction	3
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CW 413 Writing Poetry	3
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CW 414 Writing Short Fiction	3
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CW 430 Writing the Novel	3
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COM 420 Writing for the Screen	3
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<b>Two English, Literature, or Philosophy Courses</b>	6
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**An Internship or one of the following Practica**

CW 350	
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I. Fortner Writers' Forum Host	1
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II. Cairn Editor	3
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III. Teaching Assistant	1-3
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IV. College Press Practicum	1-3
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**Senior Courses**

CW 479 Thesis & Presentation*	4
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CW 480 Publication	1
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\* Students who are Creative Writing majors will submit a thesis of imaginative work and an essay on a personal theory of writing. Students will also participate in an oral defense of their theses before a committee of three faculty members. The thesis itself may be in one or several genres; that is, a student could submit a thesis that combines poetry and fiction or combines creative nonfiction and screenwriting.

Poetry: 20-30 pages; Fiction: 30-40 pages; Creative Nonfiction: 30-40 pages;

Drama: 25-35 pages ; Screenwriting : 25-35 pages ; and Theory of Writing : 6-10 pages.

**Minor in Creative Writing (18 credits minimum)**

To satisfy a minor in Creative Writing, the student is required to take CW 221, ENG 252, and a minimum of 12 additional credits from course requirements for the CW major, nine of which must be at the 300/400 level.

**A Sample Contract for the B.F.A. in Creative Writing**

CW 221	Introduction to Creative Writing
ENG 252	Modern Poetry
ENG 230	The Legends of King Arthur
ENG 209	Survey of American Literature
LIT 320	DADA, Surrealism, and the Absurd in French Literature
ENG 340	T.S. Eliot
PHI 233	Aesthetics: The Literary Arts
ENG 321	Shakespeare's Comedies
CW 425	Writing Creative Nonfiction
ENG 278	Introduction to Critical Analysis & Literary Theory
CW 413	Writing Poetry
CW 250	Poetry Symposium: Japanese Poetic Forms
ENG 384	North Carolina Literature
CW 479	Thesis & Presentation
CW 480	Publication
CW 350	College Press Practicum



# Foreign Language

## Goals

The Department of Foreign Languages aims to help students acquire basic skills in a language that is not native to them, as well as an understanding of a culture that is different from their own.

1. Students will acquire usable skills in speaking, listening comprehension, reading and writing in the target language.
2. Students will acquire a basic knowledge of the cultural context of the target language.
3. Students will read and study representative selections of the literature of the target language, and acquire a knowledge of its major characteristics.

## Minor in French or Spanish

A minor in French or Spanish consists of at least 18 credits in the chosen language, of which at least 9 credits must be at or above the 300 level. The minor must include the following:

One composition and/or conversation course

One civilization/culture course

One literature course

Sample Minor in Spanish

Spanish: 151, 152, 251, 331, 351, 353

## Minor in Modern Languages

A minor in Modern Languages consists of at least 21 credits (at least 9 credits in each language), of which at least 9 credits in one language must be at or above the 200 level.

Sample Minor in Modern Languages

French 205, 331, 352, 353

Spanish 151, 152, 251

## Courses in Chinese

When available, courses in Chinese are offered at St. Andrews as well as in Beijing as part of the China program. All courses are for three hours of academic credit. All students in the overseas China Program are given a placement test upon arrival in Beijing to help determine appropriate level of study.

## Courses in Greek

Students interested in studying New Testament Greek may make arrangements for independent study or tutorials with faculty in the Department of Religious Studies, if an instructor is available.

**Special Note: Foreign Language courses are offered pending availability of qualified instructors.**

# Department of Music

**Chairperson:** William McConnell

## Minor in Music

### Mission

In keeping with the mission of the College, the Department of Music seeks to provide all students opportunities for scholarly exploration of our musical heritage, development and discovery of musical skills and interests, and the opportunity to experience the communal activity of music-making. In so doing, the department strives to foster an appreciation and understanding of music in our students such that they become fully engaged, life-long participants and consumers of music. Students with musical experience prior to matriculation at St. Andrews may wish to pursue a minor in Music, providing them with further exposure to the theory, history and performance of music.

As a representative of the College to the Presbyterian Church, the Music Department actively solicits opportunities for the students to provide musical leadership in churches throughout the region. In addition, the Music Department engages outside performers and master teachers to visit our campus under the auspices of the Morgan Enrichment Fund and the McCoy Concert Series.

### Goals

At the time of graduation, the Music minor is expected to:

- Be acquainted with the Western European musical traditions that most influence the American musical vocabulary.
- Be conversant in the written language of music to the degree that they are able to function as independent, informed musicians.
- Have gained competence to a level appropriate to their experience as a performer on their chosen instrument.
- Have developed a familiarity with the music of other cultures and traditions, appreciating the important role of music throughout our global village.

## Minor in Music

A minor in Music is offered with concentration in Piano, Voice, or Bagpipe. Prior to being accepted as a Music minor the student must demonstrate to a faculty committee performance proficiency on their chosen instrument. Requirements for a minor in Music are 18 credit hours to include at least 5 credits for an ensemble, 4 credits for private applied lessons, MUS 212, MUS 213, and MUS 356. A piano proficiency test is also required. Music minors without piano training must enroll in and pass MUS 215 with a grade of C or higher. Students with insufficient theoretical knowledge to pass MUS 212 must enroll in MUS 110 and pass with a grade of C or higher. Neither MUS 110 nor MUS 215 may be counted toward the 18 hours required for the minor.

### Sample contract for a Minor in Music

MUS 212 Basic Musicianship I	3 credits (Fall)
MUS 213 Basic Musicianship II	3 credits (Spring)
MUS 352 Introduction to Music Literature	3 credits
MLE XXX Private Instruction	4 credits
MLE 103 or 109 Ensemble	5 credits
Total credits	18 semester hours

# **Department of Philosophy**

**Chairperson: Richard C. Prust**

**Major in Philosophy (B.A.)**

**Specialized Program of Study in Applied Philosophy (B.A.)**

**Minor in Philosophy**

## **Mission**

The mission of the Department of Philosophy at St. Andrews Presbyterian College is to provide a broad course of study tailored to the needs and interests of the several student constituencies we serve. For students taking philosophy for breadth and personal exploration, the intent is to help them sample philosophy as a liberal discipline and as the beginning of lifelong critical thinking. For students taking philosophy as a component in a liberal arts major or program (such as pre-law, Communication, Asian Studies, etc.), we seek to cultivate abilities to think through the pre-professional issues in their field of study with the skills of critical thinking which philosophers use. For these two student constituencies, our mission reflects that of the College “to graduate informed, articulate individuals, able to live and work productively in an expanding community.”

For our majors, we foster a broad familiarity with the history of philosophy and with its perennial problems. Here we engage the College’s desire to develop an understanding of the heritage of Western civilization and its place in the contemporary world. By developing skills of logical and analytic reasoning, philosophy majors will sharpen their abilities to take and defend reasoned stances on important issues, either preparatory to attending graduate school in philosophy or to pursuing a career in a field that demands such skills.

## **Goals**

Our mission is realized through pursuing goals designed for each of three kinds of students we serve:

1. For students taking philosophy as a breadth requirement and for exploration, our goal in the courses that count for breadth credit is to frame issues, which will engage the genuine interests of students and demonstrate the clarification which critical thinking can bring to those issues.
2. For students taking philosophy as a component of a thematic major or program, our goal is to cultivate the ability to think through pre-professional issues using the tools of philosophical inquiry, particularly the critical thinking skills most useful in confronting issues students might face later in their professional lives.
3. For our majors, our goals are to foster a broad familiarity with the history of philosophy and its perennial problems and to develop the skills of logical and analytical reasoning which are indispensable in the current practices of philosophy.

## **Major in Philosophy**

Requirements of the standard major include 30 credit hours in philosophy, among them PHI 203 and 205. At least 18 of these must be at the 300-400 level. Under normal circumstances, all standard philosophy majors should take PHI 303 and PHI 304. In addition, each major must take PHI 324 at least once.

## **Contract Major**

In addition to the standard major, the philosophy program offers students options of designing and contracting a major which has an emphasis in some areas of study the stu-

dent wishes to relate to philosophy (e.g. pre-law, pre-seminary, etc). The terms of these contracts are negotiated by the applicant and the program faculty; the only general requirements are as follows:

- 1. A minimum of 24 credit hours in philosophy, at least thirteen of which are at the 300-400 level,
- 2. PHI 203 and PHI 324
- 3. A minimum of 30 credit hours, at least 18 of which are at the 300-400 level.

**Major in Philosophy with a Specialized Program in Applied Philosophy (30 credits)**

The philosophy department at St. Andrews believes that the study of philosophy is valuable in itself. But in addition, we believe that philosophy provides the conceptual tools to examine many of the dilemmas confronting contemporary society. Advancement in science, technology, and medicine in particular, has created extremely complex issues. Applying the tools of philosophical analysis – logic, ethical theory, social and political philosophy – can help us to better understand, and hopefully resolve some of these problems.

**Required Courses**

**Core Philosophy: (8 hours)**

PHI 203 Introduction to Logic	3
PHI 303 Modern Philosophy & Scientific Revolutions	3
PHI 324 Critical Studies	2
Value Theory: (5 hours)	
PHI 318 Social & Political Philosophy	3
PHI 350 Ethical Theory	2
Applied Ethics: (9 hours)	
PHI 212 Ethics	3
PHI 231 Business Ethics	3
PHI 241/341 Philosophical Issues in Mass Communication	3
PHI 245 Ethical Issues in Technology & Society	3
PHI 246/346 Environmental Philosophy	3
PHI 333 Philosophy of Law	3
PHI 349 Bioethics	2

**Cognate Field, or Practicum (4-6 hours)**

Students will take six (6) hours in a cognate field (e.g., science, or business), or do a practicum and summary report in some area of applied philosophy.

PHI 498 Practicum	2-3
PHI 499 G.I.S.	2

Electives: (2-4 hours in philosophy courses)

**Collateral Courses**

Some students may find that the interests of their contract major are advanced by pursuing courses offered in departments outside of philosophy: for example, RS 246/346 (Religions of China) or POL 362 (Constitutional Law). Such courses may be added to a student's major contract, in consultation with the academic advisor.

**Minor in Philosophy**

Requirements for a minor are 18 credit hours in philosophy, at least nine of which are at the 300-400 level. PHI 203 must be taken as part of the minor contract.

## Honors in Philosophy

A major may receive the designation of “Honors in Philosophy” upon meeting the following criteria:

1. Achieving a cumulative grade point average of 3.0 or better in all course work and of 3.3 or better in courses in the major.
2. Completing two three-credit guided independent studies with members of the program faculty.
3. Under normal circumstances, taking PHI 324 in both the junior and senior years.
4. Presenting an honors thesis or project in a comprehensive oral examination before an examining committee comprising at least one faculty member in the philosophy program, one faculty member outside the philosophy program and one additional outside examiner.

## Department of Religious Studies

**Chairperson:** Carl Walters

**Major in Religious Studies (B.A.)**

**Major in Applied Ministries (B.A.)**

**Minor in Religious Studies**

**Honors in Religious Studies**

### Mission

By exposing students to the breadth of disciplines and methodologies that constitute the field of religious studies (e.g. biblical interpretation, historical inquiry, phenomenological analysis, ethical and theological reflection), the Department of Religious Studies seeks to develop a broad understanding of the historical and contemporary impact of religion as a phenomenon of human cultures. Some students who major in religious studies will focus their work in the Christian tradition and attend a seminary or school of religious education after graduation in preparation for a career in ministry. Others will use their study of religion as a vehicle for acquiring a deepened understanding of the questions of meaning and value raised in human experience (in literature, psychology, philosophy, the arts, etc.) and will pursue vocations or avocations in a variety of other humane endeavors (counseling, social service, teaching, writing, etc.).

### Goals

The Department has two principal goals, with subsidiary objectives, for its majors:

1. Students will acquire awareness and critical understanding of the formative religious traditions of human beings in a variety of cultures.
  - a. Students will be able to articulate clearly and critique thoughtfully the belief systems of several major world religions (e.g. Christianity, Judaism, Buddhism).
  - b. Students will be able to interpret intelligently passages from sacred texts such as the Hebrew Bible, the Christian New Testament, the Qur'an, the Tao te Ching, and the Bhagavad Gita.
  - c. Students will understand in broad scope the development of Christian doctrine within various periods of western civilization and in contemporary non-western societies.
2. Students will become appreciatively critical of their own religious traditions and will engage in a process of formulating their own mature questions and beliefs.



- a. Students will use the vocabulary and concepts of the discipline of religious studies to communicate clearly and effectively.
- b. Students will be able to reference predecessor thinkers and traditions and show points of agreement and disagreement between their own ideas and those of others.
- c. Students will be able to articulate their own perspectives on fundamental religious questions, acknowledging both strengths and weaknesses of their positions.

## **Requirements for the Major in Religious Studies (31 credits)**

Successful completion of 31 credit hours is required for the Religious Studies Major. At least half of the credits earned must be completed at the 300-400 level. These must include RS 100 Quest for Religious Meaning (3 credits), RS 453 Senior Portfolio (1 credit) in addition to one course in each of the following five areas:

### **One course in Biblical Studies**

- RS 209 The Bible Today
- RS 340 The Pentateuch
- RS 341 Hebrew Prophets
- RS 342 The Synoptic Gospels
- RS 343 The Life and Letters of the Apostle Paul
- RS 348 Hebrew Psalms and Wisdom Literature
- RS 349 Johannine Literature

### **One course in Theological Studies**

- RS 220 Ethical Topics
- RS 331 History of Christian Thought
- RS 360 Theological Roundtable I, II, III, IV
- RS 365 Modern Christian Theology

### **One course in Historical Studies**

- RS 219 Spiritual Journey
- RS 331 History of Christian Thought
- RS 355 Women, Religion and Social Change

### **One course in Tradition other than Christianity**

- RS 241 Religions in the Middle East
- RS 244/344 Religions of India and South Asia
- RS 246/346 Religions of China

### **One course in Religion and Culture**

- RS 220 Ethical Topics
- RS 255 Issues of Women and Religion
- RS 222/322 Religion in Stories, Plays and Films
- RS 223/323 Religion and Psychology: Freud, Transactional and Jung
- RS 241 Religions in the Middle East
- RS 247/347 Religion and Psychology: Humanist, Behaviorist and Developmental Schools
- RS 355 Women, Religion and Social Change

Remaining credits required to complete 31 credit hours are to be chosen from electives according to the student's particular area of emphasis.

## **Contract Major in Religious Studies**

In addition to the regular major, the Religious Studies Department offers students options for designing and contracting a major which has an emphasis in some area (or

areas) of study the student wishes to relate to religion (e.g. philosophy, psychology, politics, history, literature, art). Specific courses which define the “terms” of these contracts are determined by the student in consultation with a member of the religious studies faculty and with approval of the chairperson of the department. The only general requirements are that:

- contracts include a minimum of 18 credits in religious studies, at least 9 of which are at the 300-400 level;
- contracts include 31 credits, at least 15 of which are at the 300-400 level;
- the students submits with the contract a one-page (minimum) statement of rationale in which s/he articulates the reasons for including each specified course within a single, comprehensive, contracted major.

**Example of a Contract Major in Religious Studies with an Emphasis in English Literature:**

**Courses in Religious Studies:**

RS 100 Quest for Religious Meaning	3
RS 209 The Bible Today	3
RS 219 Spiritual Journey	3
RS 322 Religion in Stories, Plays and Films	3
RS 348 Hebrew Psalms and Wisdom Literature	3
RS 401 Modern Christian Theology	3
RS 453 Senior Portfolio	1
RS 490 Special Study: Religious Themes in the Plays of Shakespeare (or some modern playwright)	3

**Supporting Courses in the Area of Emphasis:**

LIT 210 Classics of Western Literary Tradition	3
ENG 211 Masterpieces of English Literature	3
ENG 321/322 Shakespeare’s Comedies, Shakespeare’s Tragedies	3
ENG 308 Victorian Literature	3
ENG 317 Literature of the Romantic Period	3
ENG 401 Milton	3

**Major in Applied Ministries**  
**Mission**

In addition to the goals outlined for religious studies Majors, students majoring in Applied Ministries will take a more practical approach. Students in Applied Ministries will be prepared, immediately upon graduating from St. Andrews, to go into a variety of service occupations, both secular and religious. Some examples include: assistant or associate in youth work, director of educational activities or director of Sports and Recreational programs in a local church setting, staff member in a charitable organization, and assistant or associate in counseling.

The major builds on a solid foundation of Religious Studies comprising courses in the classical disciplines of biblical exegesis, historical and contemporary theology, and the dialogue between religion and culture, and includes fundamental knowledge of the stages of human psychological development and basic skills in administrative management. Each student’s program of study will be individually designed, in close consultation with her or his advisor in the departments, to prepare the student to fulfill her or his personal vocational goal of service in an institutional human services setting.

Goals

The Department has the following specific goals for its majors in the area of Applied Ministries:

- Students will be able to express, in both conceptual and applicable terms, the major themes of biblical faith and their significance in the 21st century.
- Students will be able to articulate clearly and critique thoughtfully the essentials of historical Christian belief and teaching, with particular reference to their chosen areas of service.
- Students will be able to reference predecessor thinkers within the Christian tradition and show points of agreement and disagreement between their own ideas and those of others.
- Students will be able to use the vocabulary and concepts of the disciplines of religious studies and related disciplines to communicate their knowledge clearly and effectively within the contexts of their chosen areas of human service.
- Students will be able to practice effectively, in a local setting, the knowledge and skills they have acquired in courses and internships.

Requirements for the Major in Applied Ministries (46 credits)

RS 100 Quest for Religious Meaning	3
RS 101 Exploring Ministry in Different Contexts	2
One course in Hebrew Bible	3
One course in New Testament	3
RS 219 Spiritual Journey	3
RS 331 History of Christian Thought	3
Either RS 323 or RS 347 Religion and Psychology Courses	3
RS 365 Modern Christian Theology	3
PSY 101 Introduction to Psychology	3
PSY 220 Child & Adolescent Development	3
RS 295/495 Internship (arranged according to student's particular area of interest)	4
RS 398/498 Teaching Practicum (Junior or senior year as arranged with Religious Studies faculty)	3
RS 453 Senior Portfolio	1

**In addition to the above, each student will successfully complete three courses (or courses totaling 9 credits) from the following list of approved courses and with respect to his or her area of applied concentration.**

ART 146 2-D Design	4
ART 147 3-D Design	4
MUS 274/374 Music of the Celtic World	3
PSY 314 Counseling Psychology (Prerequisite: PSY 101)	3
RS 250/350 Topics in Pastoral Theology	2
RS 329 Ministry with Children	2
RS 330 Ministry with Youth	2
TH 151 Therapeutic Riding Volunteer	1
SS 231 Foundations and Principles of Physical Education and Sport	3
SS 234 Adapted Physical Education, Sport and Recreation	3

SS 246 Therapeutic Riding Principles and Concepts	3
SS 410 Organization and Administration of Physical Education And Sport	3
SS 423 Fiscal Management (Prerequisite: SS 410 and/or BE 209)	2

## Minor in Religious Studies

Requirements for a minor are 18 credits in Religious Studies, at least nine of which are at the 300-400 level.

## Honors in Religious Studies

A major may receive the designation of “Honors in Religious Studies” upon meeting the following criteria:

1. Achieving a cumulative G.P.A. of 3.0 or better on all course work and of 3.3 or better in courses in the major and being invited by department faculty to pursue departmental honors.
2. Completing one guided independent study at the level of 497 (normally during the fall term of the senior year) and a second guided independent study during the final term of the senior year.
3. Presenting an honors thesis or project on a topic acceptable to the departmental faculty.
4. Defending the honors thesis or project in a comprehensive oral examination before an examining committee comprising at least one faculty member in the department of religious studies, one faculty member outside the department, and one additional outside examiner.

## Special Opportunities

Seminars off-campus and abroad (in such places as New York City, New Orleans, Honolulu, Hawaii, Geneva, Switzerland, and St. Andrews in Scotland) may also carry academic credit. Students wishing to study New Testament Greek may arrange to do so as a tutorial, special studies, or guided independent study, if an instructor is available.

# Mathematical, Natural and Health Sciences

**Chairperson: Pamela Case**

### Departments

Biology

Chemistry

Mathematical Sciences

Psychology

### Majors

Biology (B.S. and B.A.)

Chemistry (B.S. and B.A.)

Specialized Program of Study in Biochemistry (B.S.)

Forensic Science (B.A.) (Please refer to the Interdisciplinary Majors for a complete description)

Mathematics (B.S. and B.A.)

Mathematics with Concentration in Computer Science (B.S.)

3-2 Engineering Program (B.S.)

3-2 Computer Science Program (B.S.)

Psychology (B.A.)

Behavioral Neuroscience (B.A.) (Please refer to the Interdisciplinary Majors for a complete description)

### **Minors**

Biology

Chemistry

Computer Science

Mathematics

Psychology

Counseling Psychology (Sandhills Campus only)

## **Collateral Majors Offered by Other Divisions/Departments**

Students interested in Sports Studies or Therapeutic Horsemanship should consult the Social and Behavioral Sciences Division section for descriptions.

## **Medical School and Health Careers Advising**

The MNHS Division provides pre-professional advising to students desiring to enter professional schools in various health fields while benefiting from a small College, values-oriented, liberal arts and sciences education. These advising services are available to students who wish to prepare for admission to professional schools in the areas of medicine, dentistry, veterinary medicine, or one of the allied health professions (hospital administration, medical technology, cytotechnology, optometry, occupational therapy, physical therapy, respiratory therapy, pharmacy, or physicians' assistant programs). Students interested in these professions may obtain guidance regarding admissions requirements, preparation for admissions tests (MCAT, DAT, VCAT, OAT, PCAT, etc.) and applications for admission to appropriate professional schools. Students will also be assisted in the planning and completion of a clinical internship in the chosen area. These internships offer the students an opportunity to examine the profession, testing their personal skills and values against the daily demands of the profession.

The advising services are available to all St. Andrews students regardless of academic major. Generally there are no required majors for admission to professional schools in the health sciences. While the student must complete the specific courses required for admission to a particular school, an academic major is a matter of personal choice and should reflect academic interests and alternate career goals. Premedical, pre-dental and pre-veterinary are career goals, not majors; therefore, students in these areas should expect to choose a major from one of the College's disciplinary offerings. Students interested in Allied Health professions should consider majoring in one of the scientific disciplines. (B.A. or B.S.).

## **Graduate School Advising**

The departments of the MNHS Division provide advising for those students wishing to prepare for Master's or Doctoral level programs in the respective disciplines. The departmental faculties will provide guidance regarding admissions requirements, GRE preparation, and assistance with application to appropriate graduate schools. Students interested in pursuing graduate education are strongly encouraged to engage in undergraduate research either through Guided Independent Studies, Research Practicums, Summer Research, or Honors Research.



## **3-2 Engineering Program**

Students who follow the 3-2 Engineering Program under the Mathematics major can complete all requirements for a Bachelor's degree from St. Andrews and a Bachelor's degree in a field of engineering from N.C. State University at the end of approximately five years, the first three of which are spent at St. Andrews. Since the sequence of courses to be taken during those three years follows a relatively tight schedule, entering students interested in this program should consult with the program's director before registering. Transfer students interested in the program should also contact the director as soon as possible. Students who successfully complete both phases of the program receive a B.S. degree in Mathematics from St. Andrews and a B.S. degree in a field of engineering from N.C. State University. Please refer to the Department of Mathematical Sciences section and the Professional Programs section of this Catalog for more specific details on the 3-2 Engineering Program.

## **3-2 Computer Science Program**

Students who follow the 3-2 Computer Science Program under the Mathematics major can complete all requirements for a Bachelor's degree from St. Andrews and a Bachelor's degree in computer science from N.C. State University at the end of approximately five years, the first three of which are spent at St. Andrews. Since the sequence of courses to be taken during those three years follows a relatively tight schedule, entering students interested in this program should consult with the program's director before registering. Transfer students interested in the program should also contact the director as soon as possible. Students who successfully complete both phases of the program receive a B.S. degree in Mathematics from St. Andrews and a B.S. degree in computer science from N.C. State University. Please refer to the Department of Mathematical Sciences section and the Professional Programs section of the Catalog for more specific details on the 3-2 Computer Science Program.

## **Other Courses**

Introductory level courses in physics for science majors and preprofessional students are taught. Physics courses offered are described under the Department of Mathematical Sciences. In addition the Division offers special studies courses (X90 series) in natural science that are interdisciplinary in content.

## **Department of Biology**

**Chairperson: John Moeller**

**Major offered:**

**Biology (B.A. and B.S.)**

**Minor offered:**

**Biology**

**Mission:**

Our mission is to graduate majors who combine a breadth of knowledge in all fields of biology and a specialization of their interest. To meet this goal, we teach our majors a core curriculum in biology that covers the diversity of life and the fundamentals that maintain it. In these central courses, our majors also learn about levels of biological organization from biomolecules and cells through organisms and populations. Upon graduation, we expect our majors to be prepared to start a career, enter a professional program or pursue a

postgraduate degree.

## Goals:

At the time of graduation, our biology majors are expected to:

1. Demonstrate proficiency in biology commensurate with national undergraduate standards in biology.
2. Have the ability to research, write, and present orally a paper on a selected topic in biology.
3. Have applied scientific methodology in increasingly complex ways:
  - a. Learning the use of lab equipment
  - b. Gathering and analyzing data; and
  - c. Designing and conducting research.
4. Have applied their knowledge of biology in an experiential context, through volunteer work, occupational experience, internships, and/or original research.
5. Have developed sufficient knowledge to enter graduate programs, graduate school, or find employment in the field of biology.

## Major in Biology

The B.S. degree in Biology allows students (with the properly selected elective courses) to meet admissions requirements for medical school, veterinary school or graduate school in the biological sciences or to enter the work force directly.

The B.A. degree in Biology allows students to prepare for careers, professional schools and graduate schools which do not require the supporting science requirements of the B.S. degree such as biology teaching, master's and second bachelor's programs in physical therapy, and master's programs in wildlife management or environmental management. Since the B.A. degree requires fewer total credits, it provides an excellent opportunity for the student interested in interdisciplinary career to pursue a second major or a minor (such as English, history, politics, art, or business).

## How to Declare a Major in Biology

The requirements for the B.S. and B.A. degrees in biology are presented below. Students who intend to major in Biology should begin the introductory Biology and Chemistry course sequence in their first year. Declaration of major must be completed in consultation with a member of the Biology faculty who will become the student's academic advisor. Formal declaration of major must be completed no later than the first semester of the junior year; transfer students with sufficient credits to begin as junior or senior should declare the biology major in their first semester at St. Andrews. Once admitted, majors will meet with their advisor to draft a plan of study that considers career and professional school goals and outlines course sequence, elective selection, and professional development activities (such as internships and independent research). Copies of this plan will be placed in the student's advisement folder and reviewed each semester during registration planning.

## Requirements for a B.S. degree in Biology

**Biology Courses:** [total of 37 Biology credits]

**A. REQUIRED COURSES - all majors must complete all of these courses:**

BIO 201 Concepts in Biology I	4
BIO 204 Concepts in Biology II	4
BIO 307 Ecology	4
BIO 327 Genetics	4

**B. ELECTIVE COURSES - all majors must choose at least 5 of the upper level**

**Biology courses for a minimum of 18 credits, with the following distribution:**

**At least one Human/Animal Science course:**

BIO 221 Human Anatomy and–Physiology I

BIO 222 Human Anatomy and Physiology II

BIO 352 Mammalian Physiology

BIO 353 Zoology

BIO 355 Animal Behavior

**At least one Plant course:**

BIO 340 Plant Diversity

BIO 349 Botany

BIO 350 Biology of Fungi

**At least one Microbiology/Molecular/Cell course:**

BIO 348 Molecular Techniques

BIO 365 Microbiology

BIO 452 Cell Biology

BIO 460 Molecular Biology

**Only one course at the 200 level may be counted towards elective credits.**

**Support Courses: [total of 28 or 30 support credits]**

**A. Chemistry:**

CHE 210 and 210L Essential Concepts of Chemistry 3+1

CHE 215 and 215L Introduction to Structural Inorganic Chemistry 3+1

CHE 220 and 220L Introductory -Organic Chemistry I 3+2

CHE 350 and 350L Introductory Organic Chemistry II 3+2

**B. Mathematics:**

Choose either:

MAT 205 Statistics I 4

MAT 221 Calculus I 4

**C. Physics or Computer Science:**

Choose either track (total 2 courses in each track): (6-8 credits)

i.) PHY 201/211 Physics I and PHY 202/212 Physics II or

ii.) CIS127 Intro. to Programming or CIS 224 Intro. to Web Design and

CIS 225 Databases

[Students interested in entering medical school after graduation should be mindful that different schools require different Physics and Math courses.]

**Requirements for a B.A. degree in Biology**

**Biology Courses: [total of 33 Biology credits]**

**A. REQUIRED COURSES - all majors must complete all of these courses:**

BIO 201 Concepts in Biology I 4

BIO 204 Concepts in Biology II 4

BIO 307 Ecology 4

BIO 327 Genetics 4

BIO 455 Senior Seminar 2

**B. ELECTIVE COURSES - all majors must choose at least 4 of the upper level**

**Biology courses for a minimum of 15 credits, with the following distribution:**

**At least one Human/Animal Science course:**

BIO 221 Human Anatomy and Physiology I

BIO 222 Human Anatomy & Physiology II

BIO 352 Mammalian Physiology

BIO 353 Zoology

BIO 355 Animal Behavior

**At least one Plant course:**

BIO 340 Plant Diversity

BIO 349 Botany

BIO 350 Biology of Fungi

**At least one Microbiology/Molecular/Cell course:**

BIO 348 Molecular Techniques

BIO 365 Microbiology

BIO 452 Cell Biology

BIO 460 Molecular Biology

**Only one course at the 200 level may be counted towards elective credits.**

**SUPPORT COURSES: [total of 15-16 support credits]**

**A. Chemistry:**

CHE 210 and 210L Essential Concepts in Chemistry 3+1

CHE 215 and 215L Introduction to Structural Inorganic Chemistry 3+1

**B. Mathematics:**

MAT 205 Statistics I 4

**C. One additional elective from the Math, CIS, or PSY offerings must be selected excluding CIS 111 and mathematics courses numbered lower than MAT106. (3 credits)**

## **Biology Minor**

A minor in biology requires completion of Bio 201 and BIO 204, and four additional biology courses, three of which must be at the 300 level or above.

## **Honors in Biology**

A biology major may receive a B.A. or B.S. degree in Biology with the designation "Honors in Biology," if he/she:

1. makes application for this designation [Application must be completed and approved by the regular date for advanced registration for the first regular semester of the student's senior year.];
2. has the project [see below] approved by the Biology faculty;
3. receives certification from the Dean of the College; and,
4. completes the following requirements:
  - a. maintains a 3.3 G.P.A. in courses required for the major and a 3.0 cumulative G.P.A.
  - b. takes a minimum of 8 credits and not more than 12 credits of independent study (designated as Bio 497 or 499), during at least two regular semesters and earning a G.P.A. of 3.3 or better in each independent study
  - c. completes an Honors Research Thesis that presents a clear understanding of the technical and theoretical literature relating to the independent research project, reports the empirical results of the independent research project, and discusses the relevant conclusions in the context of the body of previously published research relating to the topic
  - d. presents a seminar on the research of at least 30 minutes duration to all interested members of the College community and
  - e. defends the Honors Research Thesis in a comprehensive oral examination

before all members of the biology department.

## **Independent Study Opportunities**

Besides the courses described later in this document, the biology faculty offers various opportunities for individualized, independent activities for biology majors. These include Special Studies in Biology, Teaching Practicum in Biology, Guided Independent Study, and Honors Research (see the section above).

1. Special Studies (BIOX90, 1-4 credits each) are courses not regularly taught but which are offered when that unique combination of faculty and student interests suggests that an important learning experience may occur. Since these studies are usually offered above the normal faculty teaching load, class sizes will be small and students will assume greater responsibility for the preparation and conduct of the course. The biology faculty is prepared to teach a wide variety of special studies such as plant and fungal taxonomy, evolution, orchid biology, molecular studies, bioremediation, animal behavior, sensory biology, or aquatic biology.

2. The Teaching Practicum in Biology (BIO X98, 1-4 credits) allows students, especially those preparing to be biology teachers, to gain experience by performing and serving as a teaching assistant in certain biology courses. The practicum is also an excellent opportunity for students preparing for graduate and professional school admissions tests such as GRE, VAT, DAT and MCAT, to enhance their preparation for the biology portions of those tests by working in the tutor/mentor role in introductory biology courses.

3. The Guided Independent Study (BIO X99, 1-4 credits) is for students interested in research. The student should approach a member of the biology faculty whose research interests match his/her own and inquire about research possibilities. If the faculty member judges that the student's preparation and motivation warrant an independent study, the student and the faculty member will develop a research project. After approval by the biology faculty and the division chair, the project becomes an official guided independent study. Upon completion of the project, the student will have acquired hands on experience with experimental design, data collection and analysis. With motivation, perseverance (and a little luck), he/she may also have an opportunity to present research at a state or national meeting or add a publication to her/his resume. A guided independent study during the junior year is an excellent way to explore the possibility of honors research (described above) and graduation with honors in the major.

4. With the above opportunities plus regular seminars presented by outside speakers and club activities provided by Tri Beta (the honor society for undergraduate biology students), the St. Andrews Biology Major has an excellent opportunity to carry her/his education beyond the level of conventional classroom activity to whatever level his/her personal skill and motivation allow.

## **Department of Chemistry**

**Chairperson: Michael Morton**

**Major in Chemistry (B.S. or B.A.)**

**Specialized Program of Study in Biochemistry (B.S.)**

**Minor in Chemistry**

**Mission**

The Department of Chemistry, consistent with the mission of the College, offers a rigorous program in both the classroom and the laboratory providing for the curricular needs of four constituencies:

Chemistry majors, majors in the Specialized Program of Study in Biochemistry, other



science majors and pre-professional students, and non-science majors. The Department program emphasizes hands-on instrumentation experiences and undergraduate research, enabling majors to successfully enter directly into a scientific career or into graduate programs in higher pre-professional learning. The Department provides support courses for science majors and pre-professional students necessary for the completion of their science programs. In addition, the Department offers enrichment to the education of non-science majors by providing courses designed to develop their science and quantitative skills and literacy. Finally, the Department, consistent with a mission of the College, strives to provide programs that are accessible to the physically challenged.

## Goals

1. Chemistry majors and chemistry majors with a specialized program of study in biochemistry, will have a firm foundation in chemical principles as well as a higher level understanding in each of the chemistry subdisciplines: analytical, organic, inorganic, and physical.
2. Majors will have a working knowledge of chemical instrumentation and laboratory techniques and be able to use those skills to design and conduct independent work.
3. Majors will know how to search primary chemical literature, follow and learn from scientific presentations, and give effective oral reports on research topics.
4. Majors will leave with the skills to maintain themselves professionally, including the skills necessary to employ computer information systems, E-mail, and navigating the "information network".
5. Majors will leave directly into employment or higher education or with at least a plan for further career development.
6. Other science majors will have a firm foundation in chemical principles as mandated by their professional career choices.
7. Non-science majors will leave with a substantially enhanced chemical literacy and a facility with simple lab techniques and quantitative skills.

## Major in Chemistry

The Chemistry major (leading to either a B.A. or a B.S.) is a catalog major in which certain courses of study are required and others selected by the student with the guidance of a faculty advisor. Successful completion of the major with a G.P.A. of 2.0 or above satisfies the requirements for Bachelor of Arts or Bachelor of Science in Chemistry. The requirements for a B.A. and a B.S. with a major in Chemistry are defined in a following section. The elective courses will depend on the student's goals. With an appropriate set of electives, the student may focus on specific career objectives such as professional training (e.g. Medicine, Dentistry, Pharmacy, Law, Business), Graduate School (Chemistry, Biochemistry, Pharmacology, Environmental Science) or more immediate employment (Lab Technician, Teacher, Chemical Marketing or Management).

The Chemistry Program emphasizes laboratory training. Laboratories are designed to develop skill and self-reliance in the use of laboratory equipment and analytical instruments.

## Major in Chemistry with a Specialized Program of Study in Biochemistry

The major in Chemistry with a specialized Program of Study in Biochemistry (leading to a B.S.) is a catalog major in which certain courses of study are required and others select-

ed by the student with the guidance of a faculty advisor. This specialized program of study in Biochemistry is designed to be interdisciplinary between chemistry and biology where the student receives a solid grounding in fundamentals of both molecular biology and chemistry. Successful completion of the major with a G.P.A. of 2.0 or above satisfies the requirements for Bachelor of Science in Chemistry with a Specialized Program of Study in Biochemistry.

The requirements for a B.S. major in Chemistry with a Specialized Program of Study in Biochemistry are defined in a following section.

The elective courses will depend on the student's goals. With an appropriate set of electives, the student may focus on specific career objectives such as professional training (e.g. Medicine, Dentistry, Pharmacy) or careers in the health sciences as well as graduate school (e.g. Biochemistry, Pharmacology, Toxicology, Immunology).

## Honors in Chemistry

Majors in Chemistry or in Chemistry with a specialized Program of Study in Biochemistry working toward a B.S. may receive a degree with the designation "Honors in Chemistry" or "Honors in Chemistry/Biochemistry" upon application to and approval by the chemistry faculty and after successful completion of the following, which are in addition to the usual major requirements. To be eligible for honors, a student must:

1. Maintain a 3.3 G.P.A. or better in the courses required for the major, and a 3.0 or better in all College courses.
2. Complete during the senior year, with a grade point average of 3.3 or better, two semesters (8 credit hours) of research CHE 497 Honors Research in association with a member of the chemistry faculty. A semester spent in research/seminar such as those offered by the U. S. Department of Energy (SERS), by universities, or by national laboratories, may qualify in part for meeting the requirement. All honors research projects require pre-approval of the chemistry faculty.
3. Submit the results of the research as an honors thesis.
4. Preside over a seminar on the honors thesis of at least 30 minutes duration to all interested members of the College Community.
5. Defend the honors thesis in an oral examination before an honors examination committee consisting of the supervising member of the chemistry faculty and a minimum of two other faculty members. The honors examination committee will be appointed by the Chemistry Department Chairperson in consultation with the student no later than the beginning of the student's final regular semester. Application for the "honors" designation should be completed and approved by the regular date for advanced registration for the fall semester of the student's senior year.

## Minor in Chemistry

A student majoring in another discipline may obtain a minor in chemistry by taking a total of six courses including associated laboratories, as described in a following section.

## B.S. Major in Chemistry, 61-63 credits

### Core Requirements: 32 credits

CHE 210 Essential Concepts of Chemistry (General Chemistry I)	3
CHE 210L General Chemistry Laboratory	1
CHE 215 Introduction to Structural Inorganic Chemistry (General Chemistry II)	3

CHE 215L Introduction to Structural Inorganic Chemistry Laboratory I	
CHE 220 Introductory Organic Chemistry	3
CHE 220L Introductory Organic Chemistry Laboratory	2
CHE 350 Organic Chemistry II	3
CHE 350L Organic Chemistry II Laboratory	2
CHE 315 Analytical Chemistry	4
CHE 340 Advanced Inorganic Chemistry	4
CHE 401 Thermodynamics and Kinetics	3
CHE 401L Physical Chemistry Techniques	1
CHE 455 Senior Seminar	2

#### **Elective Chemistry Courses:**

Two additional 300-400 level Chemistry Courses, one with Lab	7
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#### **Support Courses:**

MAT 221 Calculus I	4
MAT 222 Calculus II	4

#### **Additional Support Courses:**

PHY 201 College Physics I	4
PHY 202 College Physics II	4

OR

PHY 211 General Physics I	4
PHY 212 General Physics II	4

It is highly recommended that Chemistry majors take PHY211/ PHY212 and two of the following: 6-8

MAT 205 Statistics.

MAT 312 Linear Algebra

CIS 225 Databases

CIS 224 Introduction to Web Design

Premed students or students interested in a more diversified scientific background should take BIO 201 and 202 in place of or in addition to the two above courses chosen.

## **B.S. Major in Chemistry with a Specialized Program of Study in Biochemistry, 63 credits**

#### **Required Courses:**

B.S. Chemistry Major Core Requirements: 32 credits

CHE 365 Biochemistry I: Biomolecules	3
CHE 365L Biomolecules Laboratory	2
CHE 410 Biochemistry II: Enzymes and Primary Metabolism	3
And one additional Chemistry course at the 300-400 level	3

#### **Support Courses:**

BIO 201 Concepts in Biology I	4
BIO 204 Concepts in Biology II	4
BIO 327 Genetics	4

One Additional Biology Elective (or approved substitute)  
chosen from BIO 348, 365, or 441 4

PHY 201 College Physics I	4
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Premed students should take PHY 202 in addition to the above and should either take MAT 221/222 or MAT 115 and 205.

## **B.A. Major in Chemistry, 47 credits**

### **Core Requirements: 21 credits**

CHE 210 Essential Concepts of Chemistry (General Chemistry I)	3
CHE 210L General Chemistry Laboratory	1
CHE 215 Introduction to Structural Inorganic Chemistry	3
CHE 215L Introduction to Structural Inorganic Chemistry Laboratory (General Chemistry II)	1
CHE 220 Introductory Organic Chemistry	3
CHE 220L Introductory Organic Chemistry Laboratory	2
CHE 350 Organic Chemistry II	3
CHE 350L Organic Chemistry II Laboratory	2
CHE 455 Senior Seminar	2

### **Additional Chemistry Courses:**

Two approved Chemistry Electives at the 300-400 level, one with Lab	7
CHE 315 Analytical Chemistry	4

### **Support Courses: 16 credits, consisting of the following:**

Either: PHY 201 and 202 Or: PHY 211 and 212	8
Plus 8 credits from: MAT 221, 222, BIO 201, 202, 203, CIS 125, CIS 224	8

## **Department of Mathematical Sciences**

**Chairperson: Joe Harris**

### **Majors and Programs offered**

**Mathematics (B.S. and B.A.) with a concentration available in computer science, the 3-2 Engineering Program and the 3-2 Computer Science Program.**

### **Mission**

The mission of the Department of Mathematical Sciences is to enable the majors to develop critical thinking skills and become effective problem solvers while mastering a broad spectrum of knowledge from the mathematical sciences. The majors' studies focus on the mathematical sciences as both an object of study and a tool for application. Upon graduation, students majoring in the mathematical sciences should be prepared for a broad spectrum of professional opportunities, both in careers and in graduate and professional schools. The general student should have the mathematical and computer literacy required for his/her area of study and to function competently in a modern technological society.

### **Goals for Majors**

Upon completion of a major in the mathematical sciences, the student will

1. understand the mathematics that forms the core of the undergraduate curriculum.
2. be able to solve real-world problems ranging from the concrete to the abstract to the theoretical.
3. be able to read mathematics and communicate mathematical ideas and information effectively in oral and written reports.
4. be able to use technology as a problem-solving tool.
5. understand the relationship between the mathematical sciences and cultural heritage along with the contemporary role of mathematics in society.
6. be prepared to compete successfully both in careers and in graduate and professional schools.

## Goals For the Non-Majors

1. Each St. Andrews student should have the opportunity to acquire basic computer literacy.
2. All St. Andrews graduates should have the quantitative skills necessary for functioning in modern society.
3. Students taking courses in the mathematical sciences to fulfill requirements in areas outside of mathematics should have the mathematical background necessary to succeed in these courses, should acquire the skills used in practice, and should be exposed to applications of the course material to their field of study.

## Major in Mathematics

The Mathematics major (leading to either a B.S. or B.A. degree) is designed to include students with a wide variety of goals and backgrounds. Mathematics is an excellent preparation for a career in many diverse fields—technical, legal, scientific, medical, managerial, computational, engineering, and others.

To accommodate this broad spectrum, the Department provides degree programs leading to a B.A., a standard B.S., and a B.S. with a Concentration in Computer Science. Each of the 3-2 Programs in Engineering and in Computer Science also leads to a B.S. Contract majors are also available. A student interested in the Mathematics major should meet with his/her advisor to identify an appropriate program of study.

## Major in Mathematics with a Concentration in Computer Science

The major in Mathematics with a Concentration in Computer Science (offered only at the B.S. level) may be completed by replacing three elective mathematics courses, when fulfilling the B.S. degree requirements in mathematics, with three courses in computer and information science above the content level of CIS 127.

## Major in Mathematics under the 3-2 Engineering Program

This major (leading to a B.S.) is part of the 3-2 Engineering Program in conjunction with North Carolina State University. Involving coursework in chemistry and physics as well as in mathematics, the program prepares students to transfer as dual-degree students to N.C. State after three years; successful completion of approximately two years' coursework there, as specified by N.C. State, then leads to bachelor's degrees from both institutions.

## Major in Mathematics under the 3-2 Computer Science Program

This major (leading to a B.S.) is part of the 3-2 Computer Science Program offered in conjunction with North Carolina State University. Involving coursework in chemistry, computer science, and physics as well as in mathematics, the program prepares students to transfer as dual-degree students to N.C. State after three years; successful completion of approximately two years' coursework there, as specified by N.C. State, then leads to bachelor's degrees from both institutions.

## Requirements for a B.A. Degree in Mathematics

This major includes at least nine 3- or 4-credit courses in mathematics, six of which must be 300-400 level mathematics courses.

### Required core sequence:

CIS 127 (Introduction to Programming and Abstraction)



MAT 221 (Calculus I)

MAT 222 (Calculus II)

MAT 325 (An Introduction to Axiomatic Systems and Abstract Algebra I)

MAT 479 (Senior Seminar)

**Elective courses:**

**At least two chosen from:**

MAT 216 (Topics in Discrete Mathematics)

MAT 310 (Multivariable Calculus)

MAT 312 (Linear Algebra)

**At least one chosen from:**

MAT 422 (Abstract Algebra II)

MAT 450 (Real Analysis)

Three more 3- or 4-credit mathematics courses above the content level of MAT 115 (Precalculus). A total of six 3- or 4-credit 300-400 level mathematics courses must be taken in order to complete the major.

All mathematics majors are urged to take MAT 350 and to complete a minor in some related field.

## **Requirements for a B.S. Degree in Mathematics**

This major includes at least eleven 3- or 4-credit courses in mathematics.

**Required core sequence:**

CIS 127 (Introduction to Programming and Abstraction)

MAT 221 (Calculus I)

MAT 222 (Calculus II)

MAT 325 (Introduction to Axiomatic Systems and Abstract Algebra I)

MAT 479 (Senior Seminar)

**Elective courses:**

**At least two chosen from:**

MAT 216 (Discrete Mathematics)

MAT 310 (Multivariable Calculus)

MAT 312 (Linear Algebra)

**At least one chosen from:**

MAT 422 (Abstract Algebra II)

MAT 450 (Real Analysis)

Five more 3- or 4-credit mathematics courses above the content level of MAT 115 (Precalculus). A total of six 3- or 4-credit 300-400 level mathematics courses must be taken in order to complete the major.

**Supporting course requirements:**

PHY 221 (General Physics I)

PHY 222 (General Physics II)

A student may petition the Mathematical Sciences Department to replace the supporting course requirements with an equivalent alternative.

All mathematics majors are urged to take MAT 350 and to complete a minor in some related field.

## **Requirements for a B.S. Degree in Mathematics with a Concentration in Computer Science**

### **Required core mathematics sequence:**

MAT 216 (Discrete Mathematics)

MAT 221 (Calculus I)

MAT 222 (Calculus II)

MAT 310 (Multivariable Calculus)

MAT 312 (Linear Algebra)

MAT 325 (Introduction to Axiomatic Systems and Abstract Algebra I)

MAT 422 (Abstract Algebra II)

MAT 479 (Senior Seminar)

### **Required computer science sequence:**

CIS 127 (Introduction to Programming and Abstraction)

CIS 226 (Object-Oriented Programming and Object-Oriented Design)

CIS 332 (Data Structures and Algorithm Analysis)

### **Elective courses:**

At least one more mathematics course above the content level of MAT 115 (Precalculus) and one more CIS course above the content level of CIS 226. At least one of the elective courses must be at the 300-400 level.

### **Supporting course requirements:**

PHY 221 (General Physics I)

PHY 222 (General Physics II)

A student may petition the Mathematical Sciences Department to replace the supporting course requirements with an equivalent alternative. All mathematics majors are urged to take MAT 350 and to complete a minor in some related field.

## **Requirements for a B.S. Degree in Mathematics under the 3-2 Engineering Program**

### **Mathematics core requirements:**

MAT 221 (Calculus I)

MAT 222 (Calculus II)

MAT 310 (Multivariable calculus)

MAT 312 (Linear Algebra)

MAT 340 (Differential Equations)

### **Chemistry core requirements:**

CHE 210 (Essential Concepts of Chemistry)

CHE 210L (Essential Concepts of Chemistry Laboratory)

CHE 215 (Introduction to Structural Inorganic Chemistry I)

CHE 215L (Introduction to Structural Inorganic Chemistry Laboratory)

### **Physics core requirements:**

PHY 211 (General Physics I)

PHY 212 (General Physics II)

### **Computer Science core requirement:**

CIS 127 (Introduction to Programming and Abstraction)

### **Elective courses:**

### **At least three courses chosen from:**

All 300-400 level courses in mathematics, CIS, and chemistry

MAT 205 (Statistics I)

CIS 226 (Object Oriented Programming and Object Oriented Design)

Students may take all of these electives in a single discipline; for example, a student planning to study chemical engineering may take all three electives in chemistry. Under the 3-2 Engineering Program, the engineering degree must be earned from N.C. State before the B.S. Degree in Mathematics will be awarded by St. Andrews. Note: since N.C. State has extensive general education requirements, many of which can be met by prudent choices of courses taken at St. Andrews, students interested in this program should contact the program's director as soon as possible.

## **Requirements for a B.S. Degree in Mathematics under the 3-2 Computer Science Program**

### **Mathematics core requirements:**

MAT 221 (Calculus I)

MAT 222 (Calculus II)

MAT 310 (Multivariable calculus)

MAT 312 (Linear Algebra)

MAT 340 (Differential Equations)

### **Chemistry core requirements:**

CHE 210 (Essential Concepts of Chemistry)

CHE 210L (Essential Concepts of Chemistry Laboratory)

CHE 215 (Introduction to Structural Inorganic Chemistry I)

CHE 215L (Introduction to Structural Inorganic Chemistry Laboratory)

### **Physics core requirements:**

PHY 211 (General Physics I)

PHY 212 (General Physics II)

### **Computer Science core requirement:**

CIS 127 (Introduction to Programming and Abstraction)

### **Elective courses:**

#### **At least three courses chosen from:**

All 300-400 level courses in mathematics, CIS, and chemistry

MAT 205 (Statistics I)

CIS 226 (Object Oriented Programming and Object Oriented Design)

Students may take all of these electives in computer and information science, but this is not required. Under the 3-2 Computer Science Program, the computer science degree must be earned from N.C. State before the B.S. Degree in Mathematics will be awarded by St. Andrews. Note: N.C. State has extensive general education requirements, many of which can be met by prudent choices of courses taken at St. Andrews. Also, most of the computer and information science courses offered at St. Andrews fulfill requirements of the computer science degree at N.C. State. Students interested in this program should contact the director of the program about planning an efficient course of study as soon as possible.

## **Minor in Mathematics**

A minor in mathematics consists of MAT 221 and 222, three mathematics courses at the 300-400 level, and one additional course in mathematics or computer and information science.

## **Minor in Computer Science**

The requirements for a minor in Computer Science are CIS 127, CIS 226, either CIS 224 or CIS 225; three CIS courses at the 300 level; and a senior project at the 400 level in

the form of an internship (495) or a special studies course (490). The senior project course is an individual, maintenance-oriented project developed by the student with an outside mentor. This course involves the maintenance (documentation, modification, and implementation) of a computer-based information system. Normally, it may be taken only after all other requirements for the minor are completed.

With departmental approval a student may substitute up to two independent study courses which combine the student's major with computer and information science for 200-300 level CIS courses. Such courses would most often have dual supervision by a faculty member in the student's major area and a faculty member in the mathematical sciences. Thus, for example, a student majoring in education might replace CIS 3XX with a topics course on using computers in the classroom, or a student majoring in biology might replace CIS 2XX with a topics course which integrates the learning and application of a particular computer program to designing, investigating, and documenting a molecular modeling investigation, or a student in communications may replace CIS 2XX with a topics course which integrates the learning of a desktop publishing program with a communications package.

## **Honors in Mathematics**

A Mathematics major may receive a degree with designation "honors in mathematics" or "honors in mathematics/computer science" upon selection by the Department of Mathematical Sciences faculty and certification by the dean of the College and upon successful completion of the following:

1. A final G.P.A. of 3.3 or better in the major and a final cumulative G.P.A. of 3.0 or better.
2. Two 3-credit independent study courses (designated as 497) with a grade point average of 3.3 or better in each.
3. An honors thesis on a topic approved by the Department of Mathematical Sciences faculty.
4. Defense of the honors thesis in a comprehensive oral examination before all members of the Department and at least one outside examiner from some other department in the College. Examiners from outside the College may also be invited when appropriate.

Application for the honors designations must be completed and approved by the regular date for advanced registration for the first regular semester of the student's senior year.

## **Department of Psychology**

**Chairperson:** C. Albert Bardi

**Major in Psychology (B.A.)**

**Minor in Psychology**

**Mission:**

In keeping with the mission of the College, the Department of Psychology seeks to provide all students a deeper understanding of the factors that contribute to human behavior and attitudes, and to assist in the development of interpersonal communication skills that contribute to the students' ability to become active and responsible members of their communities. The program prepares majors to enter graduate school in psychology or related fields, to enter professional training programs, or to obtain employment in a wide variety of fields in which they can apply the knowledge, research experience and analytical skills learned in their program. The Department of Psychology provides majors both a breadth

of knowledge in a wide range of fields within the discipline of psychology and depth of knowledge in a specific area.

### **Goals:**

1. To establish a firm foundation in the theory, methodology, and research findings of key areas of psychology;
2. To develop the ability to examine critically and evaluate the literature of psychology and to communicate effectively in written and oral reports;
3. To provide students the tools to effectively analyze and synthesize information from diverse areas;
4. To develop an awareness of ethical concerns and dilemmas in psychological research with both animal and human subjects;
5. To provide an environment in which students can engage in meaningful dialogue with faculty and students; and,
6. To offer opportunities for students to engage in independent scholarly inquiry into topics of interest.

### **Honors in Psychology**

A student majoring in Psychology may, upon recommendation by the department faculty and certification by the Dean of the College, receive the designation "Honors in Psychology" after successful completion of the following:

1. A cumulative G.P.A. of 3.0 or better on all course work, and a 3.3 or better on all course work required for the major in Psychology;
2. A minimum of 6 credits of honors course work in Psychology;
3. An honors thesis or project on a topic approved by the program faculty; and,
4. A defense of the honors thesis or project in a comprehensive oral examination before an examining committee which includes a Department faculty member, one faculty member from outside the Department, and one additional examiner.

### **Internships**

The clarification of educational and personal goals and values is a major objective for psychology internship students. An internship can enhance learning in the academic world and provide an opportunity to apply and test knowledge of psychology in a practical professional world setting. Internships are open to juniors and seniors with a 2.5 G.P.A. or better and may be taken during any academic term. Internships can be arranged with a variety of institutions and agencies across the country. Internships in the Department of Psychology consist of an academic component as well as site work and should be arranged in consultation with a Department faculty member.

### **Major in Psychology (47-49 Credits)**

The plan of study for a Psychology major is constructed in consultation with an advisor selected from the Psychology faculty. The major is designed to prepare students to enter graduate school in Psychology or related fields (e.g. social work, business administration), to enter professional training programs (e.g. medical school, law school), or to obtain employment in a wide variety of fields following graduation. Psychology majors obtain breadth by taking the introductory survey course and several core courses. Majors acquire depth by selecting appropriate electives and pursuing research and internship opportunities in consultation with faculty advisors. Credit towards the major should be distributed as follows:



PSY 101 Introduction to Psychology	3
PSY 202 Research Methods in Psychology	4
MAT 205 Statistics	4
BIO 221 Human Anatomy and Physiology I	4
PSY 232 Biopsychology	3
<b>Choose one from the following two courses:</b>	
PSY 220 Child and Adolescent Development	3
PSY 230 Adulthood and Aging	3
<b>Choose two from the following four courses:</b>	
PSY 231 Personality in Social Context	3
PSY 243 Sensation, Perception, Cognition, and Action	3
PSY 245 Behavior Pathology	3
PSY 260 Psychology in Legal Contexts	3
<b>Two upper level courses from the following:</b>	
PSY 415 Counseling II	3
PSY 433 Cognitive Neuroscience	3
PSY 434 Perception	3
PSY 438 Applied Psychology	3
PSY 440 Psychology of Persuasion & Influence	3
PSY 490 Special Studies in Psychology	3
<b>Minimum of one credit in the following:</b>	
PSY 395/495 Internship in Psychology	1-3
PSY 398/498 Research or Teaching Practicum	1-3
PSY 399/499 Guided Independent Study in-Psychology	1-3
<b>Additional:</b>	
PSY 445 History and Systems (Senior Seminar)	3
PSY 150/350 Departmental Seminar (2 Credits)	2/2
The Departmental Seminar must be taken once in the freshman or sophomore year and once in the junior year.	
Additional credits from upper level (300-400) courses	6
RS 323 Religion and Psychology may be counted as a major elective.	

## Contract Major in Psychology (B.A.) (51-54 Credits)

For students whose needs are different from the standard major in Psychology, a contract major may be arranged in consultation with the Psychology faculty. A contract major differs from the standard Psychology major in that it combines courses from psychology with courses from related disciplines to build a major that integrates an interdisciplinary theme. Some examples of contract majors include biopsychology, psychology and business, psychology with pre-law emphasis, psychology and religion, psychology and philosophy, psychology and communications, psychology and art, quantitative psychology, psychology and music, and others as appropriate to the interests and goals of individual students.

PSY 101 Introduction to Psychology	3
PSY 202 Research Methods in Psychology	4
MAT 205 Statistics	4
<b>Three of the following:</b>	
PSY 220 Child and Adolescent Development	3
PSY 230 Adulthood and Aging	3
PSY 231 Personality in Social Context	3
PSY 232 Biopsychology	3

PSY 243 Sensation, Perception, Cognition and Action	3
PSY 245 Behavior Pathology	3
PSY 260 Psychology in Legal Contexts	3
<b>Two of the following:</b>	
PSY 415 Counseling II	3
PSY 433 Cognitive Neuroscience	3
PSY 434 Perception	3
PSY 438 Applied Psychology	3
PSY 440 Psychology of Persuasion & Influence	3
PSY 490 Special Studies in Psychology	3
PSY 495 Internship in Psychology	3

<b>Additional:</b>	
PSY 445 History and Systems (Senior Seminar)	3
PSY 150/350 Departmental Seminar (2 Credits)	2/2
The Department Seminar must be taken once in the freshman or sophomore year and once in the junior year.	
Additional credits from upper level (300-400) courses	6
RS 323 Religion and Psychology may be counted as a major elective	
Supporting course credits which contribute to the theme of the contract,	
with at least 3 of the required 12-15 credits at the 300-400 level	12-15

### Minor in Psychology, 26 Credits

A minor in Psychology consists of a minimum of twenty-six (26) credits, including PSY 101, MAT 205, PSY 202, two (2) of the following survey courses (PSY 220, 230, 231, 232, 243, 245), and nine (9) upper level credits.

### Minor in Counseling Psychology, 24 Credits Sandhills Campus Only

A minor in Counseling Psychology consists of a minimum of twenty-four (24) credits, including PSY 101, BE 364, or MAT 205 (or other Statistics equivalent), PSY 279, PSY 220, PSY 245, PSY 260, PSY 315, PSY 360, and PSY 365.

## Social & Behavioral Sciences

**Chairperson: Lawrence Schulz**

### Departments

- Anthropology
- Business and Economics
- Education
- History
- Politics
- Sport Studies

### Majors

- Business Administration
- Education
- History
- Sport and Recreation Studies
- Politics
- Therapeutic Horsemanship

## **Minors**

Business Administration  
Equine Business Management  
History  
Politics  
Equine Studies  
Coaching for Sport  
Sports Management  
Therapeutic Horsemanship

## **Department of Anthropology**

Although no major is available in Anthropology, students may enroll in Anthropology courses for a variety of reasons including general interest, to meet their breadth requirements and for a contract major. A contract major is an individualized agreement made in conjunction with the faculty in Anthropology and another major which lists a combination of courses consistent with a theme which fits the student's own goals and objectives. Relevant themes include an interdisciplinary mixture of courses from biology, politics, education, history, business administration and religion.

## **Mission**

The mission of the Department of Anthropology is to make students aware of the rich variety of cultures and peoples around the world, and to give students a basic knowledge of human origins, past cultures, how cultures operate, and what it means to be human. Armed with this knowledge and awareness we seek to enable students to live in other cultures and reflectively better understand their own diverse cultures.

## **Goals**

The primary goal is to expose as many St. Andrews students as possible to other cultures, to key concepts in anthropology, and to ecological and symbolic frameworks for looking at human societies. We seek to serve general student needs and the needs particular to other majors. We aim to prepare interested students as much as possible for graduate school and to advise students on careers. We also seek to bring the fruits of Anthropology to prospective students and to the local community.

## **Department of Business & Economics**

**Chairperson: Corinne Nicholson**

**Major in Business Administration, (B.A.)**

**Specialized Program of Study in Equine Business Management (B.A.)**

**Specialized Program of Study in International Business (B.A.)**

**Specialized Program of Study in Management and Information Technology (B.A.)**

**Specialized Program of Study in Sport Management (B.A.)**

**Specialized Program of Study in Therapeutic Horsemanship Management (B.A.)**

The Department of Business and Economics offers a major in Business that provides five (5) areas of concentrations: Accounting, Economics, Finance, Management, and Marketing. Additionally, the department offers specialized programs of study in Equine Business Management, International Business, Management and Information Technology, Sports Management, and Therapeutic Riding Management. The strength of the Business major is derived from combining studies in the St. Andrews General Education curriculum,

the common body of knowledge in the business curriculum, and specific courses in a defined area of concentration or a specialized program of study. Additionally the department offers minors in Business, Equine Business Management and Sports Management.

**Mission**

The Business and Economics program, in keeping with the mission of the College, blends a mastery of skills, an exposure to knowledge and the development of ethics and values. The department strives to combine the strengths of a liberal arts education with professional preparation in the discipline to meet the objective of providing future managerial and professional leadership to the region and nation. Areas of concentration and specialized programs of study not only prepare students for careers in the business, non-profit and government sectors, they also provide a knowledge base to pursue graduate studies in a wide variety of disciplines.

**Goals**

- 1. Students should obtain an understanding of basic business and economic concepts and develop skills that will maximize their opportunities for growth in managerial or business-related careers in a challenging and a changing global environment.
- 2. Students will not only understand the value of entrepreneurship in a global society and the benefits of formal business plans in the entrepreneurial process, they will also gain hands-on experience with developing a thorough business plan.
- 3. Students should develop their oral and written communication skills.
- 4. Students should develop their analytical and decision-making skills through use of case materials and through study of actual business situations.
- 5. Students should understand the concept of social responsibility and ethical conduct in a competitive society.

**Internships in Business & Economics**

An internship with a business organization or a non-profit agency enables the student to explore potential careers, clarify his/her educational and career goals, develop new skills, gain valuable work experience and develop professional contacts. Prospective interns must meet College-wide requirements and be approved by the Department. Internships can be taken during any academic semester and interns receive variable credits in B/E 395 or 495 based on the nature of the onsite experience. During 1996-2006 students completed internships at the following companies: Abbot Laboratories, Campbell Soup Co., American Express Bank, Butler Manufacturing Co., Pinehurst Resort and Country Club, Merrill Lynch, Nibor Capital Management, International Visitors Council, Wesleyan Equestrian Center, Scotia Village Retirement Community, Scotland County Chamber of Commerce, Eaton Corporation, and Wachovia Bank & Trust Co.

**Major in Business Administration with a Concentration in Accounting, Economics, Finance, Management, or Marketing: (51 credits)**

**Core Requirements for Business Administration Majors: 36 credits**

**Required Courses**

B/E 209 Principles of Accounting I	3
B/E 210 Principles of Accounting II	3
B/E 231 Microeconomics	3
B/E 232 Macroeconomics	3

B/E 304 Principles of Financial Management	3
B/E 312 Principles of Marketing Management	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 442 Strategy and Policy Seminar	3
B/E 476 Management Communication	3
CIS 111 Introduction to Computer Usage	3
Math 205 Statistics or B/E 364 Quantitative Methods	3
Approved Business and Economics Electives	15

Credits Area of concentration: Student will complete at least nine (9) credits of the required 15 credits of electives from one of the following areas.

**Accounting:**

B/E 266, 309, 310, 349, 371, 372, X90, X95, X98, X99

**Economics:**

B/E 305, B/E 306, 308, 319,, 363, 364, 474, X90, X95, X98, X99

**Finance:**

B/E \*306, \*308, 309, 319, \*362, 363, 364, 474, X90, X95, X98, X99

\* At least two of the three courses should be from this group of courses)

**Management:**

B/E 319, 328, 329 355, 373, 374, 376, 377, 422, 446, 471, 474, X90, X95, X98, X99

**Marketing:**

B/E 333, 374, 376, 419, 446, 474, X90, X95, X98, X99

## **Major in Business Administration with a Specialized Program of Study in Equine Business Management: (55 credits)**

**Required Courses**

B/E 209 Principles of Accounting 1	3
B/E 231 Microeconomics	3
B/E 304 Principles of Financial Management	3
B/E 312 Principles of Marketing Management	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 374 Entrepreneurship	3
TH 155 Intro to Therapeutic Horsemanship	1
EQ 244 Stable Management 1	2
EQ 244L Stable Management Lab	2
EQ 241 Horse Science I	3
EQ 340 Equine Business Management	3
EQ 341 Preparation for ANRC Testing OR	
EQ 249 History and Theory of Modern Riding	3

**Five Credits of Approved Elective chosen from:**

B/E 210 Principles of Accounting II	3
B/E 232 Macroeconomics	3
EQ 248 Basic Riding Instructional Skills	2
EQ 248L Basic Riding Instructional Skills Lab	2
EQ 342 Principles of Judging and Selecting Hunters	3
EQ 415 Current Therapies in Equine Internal/Med.	3
EQ 416 Intro to Equine Clinical Pharmacology	3
EQ 417 Equine Orthopedic Lameness	3



EQ 440 Intro to Contemporary Riding and Teaching	2
EQ 440L Contemporary Riding and Teaching Lab	2
EQ 422 Horse Science II	3
B/E 395 Internship in Business & Economics	3
OR EQ 395 Internship Sport Studies	3
<b>Three Credits of Approved Elective chosen from:</b>	
B/E 355 Organizational Behavior	3
B/E 373 Human Resources Management	3
<b>Three Credits of Approved Elective chosen from:</b>	
SS 380: Sports Marketing	3
B/E 333 Advertising and Promotion	3
<b>Three (3) Approved Capstone Requirements:</b>	
B/E 442 Senior Policy and Strategy Seminar	3
BE 476 Management Communication	3
B/E or EQ 495, B/E or EQ 498, or B/E or EQ 499	3
Additionally, the student must take two Equitation courses at St. Andrews.	

## **Major in Business Administration with a Specialized Program of Study In International Business (48-56 Credits)**

### **Required Courses**

B/E 209 Principles of Accounting I	3
B/E 210 Principles of Accounting II	3
B/E 231 Microeconomics	3
B/E 232 Macroeconomics	3
B/E 304 Principles of Financial Management	3
B/E 312 Principles of Marketing Management	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 442 Sen Policy and Strategy Sem	3
B/E 476 Management Communication	3
Math 205 Statistics I, or B/E 364 Quantitative Methods	3

\*Nine credits of approved electives chosen from B/E 305, 308, 377, 390, 395, 398, 399, 419\*, 472\*, 490, 495, 498, or 499 9

Six credits of approved electives chosen from those listed or others approved by the Business and Economics Department

Ant 209 Introduction to Cultural & Social Anthropology	3
AS 101 Introduction to Asia	3
OR	
AS 102 Introduction to Asia	3
His 251 The Modern Middle East	3
OR	
His 351 The Modern Middle East	3
Pol 211 Introduction to International Politics	3
Pol 309 Politics of Non-Western Areas	3
Approved Foreign Language and Culture Study Electives	6

Approved International Experience chosen from: credit varies

1. One academic year abroad at a university such as St. Andrews University in Scotland, Kansai Gaidai in Japan, or Han Nam University in Korea.
2. One Fall or Spring Semester abroad, either at a university or in a study-abroad

program such as Beijing, Cuenca, or Brunnenburg.

3. An approved travel/study experience and an intensive research project (GIS) during the Senior year. The research project may be combined with travel/study experience upon the approval of the B/E faculty.
4. An overseas internship (any semester) and an intensive research project during the senior year. The research project may be combined with the internship experience with the approval of the B/E faculty.
5. An internship in the United States with an agency or business firm that allows the student to gain experience in the international aspect of the firm or agency. An internship or study experience at the Washington Center could fulfill this option. The student also will be required to complete an intensive research project during the senior year. The research project may be combined with the internship experience upon approval of the Business/ Economics faculty.

\*B/E 419 (International Marketing) or B/E 472 (International Business Management) must be one of the three courses chosen.

## **Business Administration Major Course Requirements, Specialized Program of Study In Management and Information Technology (51 Credits)**

### **Core Requirements: (30 Credit Hours)**

B/E 209 Principles of Accounting I

B/E 231 Microeconomics

B/E 304 Principles of Finance

B/E 312 Principles of Marketing

B/E 315 Business Law

B/E 325 Principles of Management or BE 374 Entrepreneurship

Math 205 Business Statistics

CIS 111 Intro to Computer Info Systems

CIS 127 Intro to Programming

CIS 225 Databases

### **Electives: (Choose a minimum of 6 credit hours)**

CIS 224 Intro to Web Design

CIS 226 Object-Orient Prog.

CIS 333 Intro to Computer and Info Organization

CIS 335 Computer Information Systems

CIS 337 Networking Essentials

### **Electives: (Choose a minimum of 9 credit hours)**

B/E 329 Management Information Systems

B/E 390 Special Studies

B/E 364 Quantitative Methods

B/E 446 Strategic Marketing Management

B/E 471 Operations Management

B/E 490 Special Studies

### **Capstone: (6 credit hours)**

B/E 442 Senior Policy and Strategy Seminar

B/E 476 Management Communication

## Major in Business Administration with a Specialized Program Of Study In Sports Management (58 Credits)

### Core Requirements:

SS 227 Community Health, First Aid and CPR	2
SS 231 Foundations and Principles of PE and Sport	3
SS 335 Foundations of Sports Management	3
SS 368 Sport Sociology	3
SS 410 Organization and Admin of Sport and PE	3
B/E 209 Principles of Accounting I	3
B/E 210 Principles of Accounting II	3
B/E 231 Microeconomics	3
BE 232 Macroeconomics	3
B/E 304 Principles of Financial Management	3
B/E 312 Principles of Marketing Management	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 328 Sports Management Law	2
B/E 355 Organizational Behavior or BE 373 Human Resource Mgmt	3

### Electives: (Choose a minimum of 9 credits)

SS 215 Skill Analysis Individual Sports	2
SS 216 Skill Analysis Team Sports	2
SS 217 Skill Analysis in Swimming	2
SS 218 Skill Analysis Gymnastics and Dance	2
SS 237 Care and Prevention of Athletic Injury	3
SS 310 Foundations of Sport Coaching	3
SS 320 Foundations of Officiating	3
SS 380 Sports Marketing	3
SS 395 Internship	1-4
B/E 333 Advertising & Promotional Strategy	3
B/E 364 Quantitative Methods	3
B/E 374 Entrepreneurship	3
B/E 446 Marketing Management.	3

### Capstone Requirements: ( 6 Credits)

B/E 442 Senior Policy and Strategy Seminar	
B/E 476 Management Communication	3

## Major in Business Administration with a Specialized Program of Study in Therapeutic Horsemanship Business Management: (58-60 credits)

Career Opportunities: Therapeutic Horsemanship Facility Manager, Program Manager or Operator; Therapeutic Operations Manager or Development Officer.

### Required Courses

B/E 209 Principles of Accounting I	3
B/E 231 Microeconomics	3
B/E 304 Principles of Financial Management	3
B/E 312 Principles of Marketing Management	3
B/E 315 Business Law	3
B/E 325 Principles of Management	3
B/E 355 Organizational Behavior or BE 373 Human Resource Mgmt.	3

TH 246 Therapeutic Horsemanship Principles & Concepts	3
EQ 244 Stable Management 1	2
EQ 244 L Stable Management Lab.	2
EQ 248 Basic Riding Instructor	2
EQ 248L Basic Riding Instructor Lab	1
TH 346 Adv Techniques in Therapeutic Horsemanship	3
EQ 340 Equine Business Management.	3
TH 347 Therapeutic Horsemanship Program Mgmt: Administration	2
TH 348 Therapeutic Horsemanship Program Mgmt: Technology	2

**In addition to the Core choose a minimum of six to nine credits from the following courses:**

B/E 210 Principles of Accounting II	3
B/E 333 Advertising and Promotion	3
B/E 328 Sports Management Law	3
B/E 329 Management Information Systems	3
B/E 362 Quantitative Analysis	3
B/E 374 Entrepreneurship	3
B/E 395 or SS 395 Internship	3
B/E 471 Operations Management	3
EQ 241 Horse Science 1	3
SS 335 Foundations of Sports Management	3
SS 410 Organization and Administration of Sport and PE	3

#### **Required Capstone (11-13)**

TH 465 Therapeutic Horsemanship Issues and Ethics	2
TH 466 Survey of Specialties in Therapeutic Riding	2
TH 495, 498, or 499 Senior Project (internship, GLS, or Practicum)	1-3
B/E 442 Senior Policy and Strategy Seminar	3
B/E 476 Business Communications	3

Every major will be required to receive Red Cross certification in First Aid and CPR.

### **Minor in Equine Business Management (28 credits)**

A student who is not a Business major may pursue a minor in Equine Business Management. A student majoring in Business may pursue the Equine Studies minor offered by the Department of Sports Studies. The Equine Business Minor requires B/E 209, B/E 231, B/E 304, B/E 312, B/E 325, EQ 241, EQ 244, EQ 244L, EQ 247 or EQ 341, and EQ 340. The student must also take at least two Equitation courses at St. Andrews.

### **Requirements for Transfers**

Transfer students are required to meet the College-wide general education requirements and must take 27 credits of the required business courses in the major at St. Andrews. In order to ensure that the Departmental goal of familiarity with a thorough business plan is met, students who have taken any course entitled "Principles of Management" at another institution must take B/E 374 Entrepreneurship (3) at St. Andrews

# **Department of Education**

**Chairperson: Dr. Sandra Parker Jones**

**Accredited by: National Council for Accreditation of Teacher Education  
and the North Carolina Department of Public Instruction**

**Major in Education, B.A.**

**Elementary Education with K-6 Licensure**

**Physical Education with K-12 Licensure**

## **Mission Statement of Purpose**

The purpose of the St. Andrew's professional education unit is to prepare Learner-Centered Professional Teachers who believe and demonstrate that teachers are the single most important factor outside the home environment in effecting learning and development. The Learner-Centered Professional Teacher who graduates from St. Andrews is aware of and appreciates the cultural achievements in the arts and literature and understands the role of science in the creation of a humane, integrative world. The St. Andrews Learner-Centered Professional Teacher has an intelligent, global concern for democratic relations in school and society and realizes that a teacher's intellectual, moral, and spiritual growth extends well beyond the College. Dedication to physical and emotional health and vitality, with a clear sense of vocation for the stewardship of life, are educational necessities for the Learner-Centered Professional Teachers of the twenty-first century.

The Department of Education has as its primary objective the preparation of Learner-Centered Professional Teachers who are professionally competent, personally and socially mature, spiritually enlightened, and acutely aware of their responsibilities to society. The goals of the Teacher Education Department are to prepare teachers who:

- Develop the enculturation of students into productive citizenship and democratic practices;
- Facilitate the acquisition of knowledge;
- Build effective teacher-student connections;
- Build effective home-school-community connections;
- Act as advocates for children;
- Advocate change through education;
- Exercise a substantial repertoire of effective learner-centered professional teaching practices;
- Acquire and practice perspectives that recognize the importance of cultural diversity; and,
- Utilize and model developmentally appropriate technology practices

## **Policies and Procedures**

### **Admission to the Program**

Formal admission to the Teacher Education Program is a separate process from admission to St. Andrews. Admission to, and continuation in, a Licensure Program is granted only to those students who show clear evidence of becoming competent, mature, and responsible teacher candidates. A student seeking to be formally admitted to the Teacher Education Program must meet the following requirements:

#### **Degree Seeking Students on Main Campus**

1. Earn Sophomore Class status with a Minimum G.P.A. of 2.5 (To achieve this, a student should have minimum G.P.A. of 2.0 by the end of the Freshman year).
2. Achieve a satisfactory score on the Pre-Professional Test (PPST) of the Praxis Series\*, or satisfactory SAT/ACT Scores.



3. Submit to his/her Advisor an Application for Admission to Teacher Education by application deadline dates of March 1 or October 1.
4. Submit to his/her Advisor two completed Reference Forms from previous instructors. Select one instructor who is not in the Department of Education.
5. Complete satisfactorily an interview with the Teacher Education Faculty Committee.

#### **Degree Seeking Students on Sandhills Campus**

1. Complete 12 credit hours at St. Andrews at Sandhills with a Minimum G.P.A. of 2.5.
2. Achieve a satisfactory score on the Pre-Professional Test (PPST) of the Praxis Series\*.
3. Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the Sandhills Office) by application deadlines of March 1, June 1 or October 1.
4. Submit to his/her Advisor two completed Reference Forms from previous instructors. Select one instructor who is not a Department of Education fulltime professor.
5. Complete satisfactorily an interview with the Teacher Education Faculty Committee.

**\*\*It is the responsibility of the student to ensure that all the information has been received by the Education Department.**

#### **College Graduates Seeking Licensure on the Main Campus**

- Complete a minimum of 6 credit hours at the College with a minimum G.P.A. of 2.5.
- Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the Office of Teacher Education by the application deadline dates of March 1 or October 1.
- Submit to his/her Advisor two completed Reference Forms from previous instructors who are not fulltime professors of the Department of Education\*.
- Complete satisfactorily an interview with the Teacher Education Committee.
- Licensure-only students entering the Teacher Education Program with a final Cumulative G.P.A. (upon completion of the bachelor's degree) below 2.5 must achieve satisfactory scores on the PRAXIS I.

#### **College Graduates Seeking Licensure on the Sandhills Campus**

- Complete a minimum of 6 credit hours at the College with a minimum G.P.A. of 2.5.
- Submit to his/her Advisor an Application for Admission to Teacher Education (Available in the Sandhills Office) by the application deadline dates of March 1 or October 1.
- Submit to his/her Advisor two Reference Forms from previous instructor.
- Complete satisfactorily an interview with the Teacher Education Faculty Committee.
- Licensure-only and Lateral Entry students entering the Teacher Education Program with a final Cumulative G.P.A. (upon completion of the bachelor's degree) below 2.5 must achieve satisfactory scores on the Pre-professional Skills test in Reading, Writing and Math.

**\*\*It is the responsibility of the student to ensure that all the information has been received by the Education Department.**

#### **Progression Policy**

To maintain satisfactory progress in the program, Teacher Education Majors:

- Are limited to introductory courses in Education or a maximum of FIFTY PERCENT of the courses that constitute the total professional studies program, excluding student teaching, until they are formally admitted to the Teacher Education Program.
- Must maintain an overall G.P.A. of 2.5 or better to be retained in the program.
- Must maintain a G.P.A. of 2.0 or better in their specialty area program of study.
- Must retake any specialty area course in which a D or F is received.

- Must maintain a G.P.A. of 2.5 or better in their professional studies program of study.
  - Must retake any professional studies course in which a grade of C- or lower is received.
  - Must have an overall G.P.A. of 2.5 or better to be eligible for a student teaching placement.
- \*\* Students not admitted to Teacher Education may take only a limited number of the courses that constitute the total professional studies program (7). See catalog course description.

## Student Teaching

The student teaching experience is substantial and full day for 14 weeks in a public school. In order to be admitted to the professional semester, students must meet several requirements in addition to the initial requirements for formal admittance to teacher education candidacy. The student must:

- Have a G.P.A. of 2.5 or better in the teaching major.
- Have a G.P.A. of 2.5 or better in the professional studies program of study.
- Have an overall G.P.A. of 2.5 or better.
- Remove all incomplete grades.
- Submit the Application for Student Teaching by application deadline dates of March 1 or October 1.

\*\*It is the responsibility of the student to ensure that all the information has been received by the Education Department.

Students in the program who are working as teacher assistants will be advised to student teach in a school where he/she does not serve as an assistant. Student teachers will be permitted to engage in outside employment, participate in College extra-curricular activities or enroll and additional course with the approval of the Teacher Education Faculty Committee.

## \*Praxis I: Pre-Professional Skills Test (PPST)

Registration Bulletins are available in the John P. Daughtrey Curriculum Materials Lab. The Praxis I pencil/paper test is administered six times a year. Test sites are listed in the Registration Bulletin. Undergraduates must receive satisfactory scores on all three parts of the PPST to be admitted to the Teacher Education Program. The current cut-off scores for the PRAXIS I (as established by the State Board of Education) are listed below:

<b>Passing Scores:</b>	<b>Reading 176</b>	<b>Writing 173</b>	<b>Math 173</b>
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Students may also take the Praxis I Computer-Based Test. Contact one of the test centers in the Registration Bulletin to make an appointment to take the test.

<b>Passing Scores:</b>	<b>Reading 176</b>	<b>Writing 173</b>	<b>Math 173</b>
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The Department of Education offers a series of workshops in the fall and spring to prepare students for the PRAXIS I. To prepare for PRAXIS I, you should review the PRAXIS I Test at a Glance Booklet available in the John P. Daughtrey Curriculum Materials Center. You may also purchase PRAXIS test preparation books at area bookstores.

You should not take the test until you have completed SAGE 110 AND SAGE 111.

## Exit Policies

All students seeking Licensure must meet all requirements of the program, including course requirements, the PRAXIS Series (PRAXIS I, PRAXIS II) requirements, grade point average requirements and student teaching requirements.

## K-12 Licensure

The College offers an approved K-12 program leading to Licensure in Physical Education and an approved K-6 program leading to Licensure in Elementary Education. A student pursuing K-12 Licensure must successfully complete the standard requirements for the teaching major and the professional education sequence required for all Licensure programs.

## Change of Major

A student, who changes his/her major to Education, must satisfy all the core, General Education Requirements, and Specialty Area requirements for Education Majors.

## Transfer Course Credit

The transcripts of transfer students and Licensure-Only students are evaluated individually by the College registrar's office and appropriate faculty to ascertain which courses from other institutions are equivalent to the courses at St. Andrews College. In some instances, students may be required to repeat a basic course if the course content is inadequate. A Program of Study is then prepared outlining the courses to be taken at the College to complete Licensure requirements in Teacher Education.

Licensure-Only students must meet the same requirements as the degree-seeking students. A Licensure-Only student must hold a four-year degree from an accredited College or university.

Specialty Areas or Professional Studies courses taken at St. Andrews College or at any other accredited institution that are more than five (5) years old may not be accepted toward a Licensure Program.

## Taking Courses at the Sandhills Campus/St. Andrews Campus

Students may enroll in courses at the other location if the course needed is not taught on their respective campus. Students must have the approval of the Sandhills Director and the advisor before registering.

Lateral-Entry candidates in Elementary Education may enroll in the St. Andrews at Sandhills Program. Courses for Licensure are offered in the evening and on weekends to accommodate a teaching schedule.

## Professional Studies Sequence for Licensure

All students in the Teacher Education Program, regardless of licensure area, are required to successfully complete the following courses with a grade of C (2.00) or better. The following courses may be taken prior to admittance to the Teacher Education Program:

EDU 235 Curriculum and Instruction	3
EDU 236 Technology for Educators	3
EDU 246 Education, Culture and Society	3
PSY 220 Child and Adolescent Psychology	3

**The following courses may be taken only after being admitted to the Teacher Education Program:**

EDU 324 Educational Psychology	3
EDU 350 Learning Diversities of Children	3
EDU 355 The Exceptional Child	3
EDU 423 Student Teaching Internship	10
EDU 425 Student Teacher Senior Seminar	2

## Major in Elementary Education with K-6 Licensure

Elementary Education majors are required to successfully complete the following courses with a grade of C- or better.

### Specialty Area Requirements:

CIS 111 Intro to Computer Usage	3
HIS 201 American History Survey I	3
HIS 202 American History Survey II	3
HIS 209 North Carolina History	3
PSY 101 Introduction to Psychology	3

### Professional Studies Methods Course Requirements:

Elementary Education majors are required to successfully complete the following courses with a grade of C (2.00) or better. The following courses may be taken prior to formal admittance.

SS 233 Physical Education and Health in the Elementary School	3
EDU 319 Literature for Children & Youth	3
EDU 357 Music in the Elementary School	2
EDU 362 Arts in the Elementary School	2

**The following courses may be taken only after being formally admitted to the Teacher Education Program:**

EDU 336 Reading and Language Arts I	3
EDU 338 Reading and Language Arts II	3
EDU 339 Social Studies in the Elementary School	3
EDU 341 Science in the Elementary School	3
EDU 342 Mathematics in the Elementary School	3

Any changes in the approved program of study outlined above must have the approval of the Department Chairperson.

## Major in Physical Education with K-12 Licensure

Physical Education majors must successfully complete the following courses with a grade of C- or better.

### Specialty Area Requirements:

CIS 111 Introduction to Computer Usage	3
PSY 101 Introduction to Psychology	3
SS 215 Skills Analysis: Individual Sports	2
SS 216 Skills Analysis: Team Sports	2
SS 217 Skills Analysis: Swimming	2
SS 218 Skills Analysis: Gymnastics and Dance	2
BIO 221 Human Anatomy and Physiology I	4
SS 227 Community Health, First Aid and CPR	2
SS 231 Foundations and Principles of Physical Education & Sport	3
SS 234 Adaptive Physical Education, Sport, and Recreation	3
SS 237 Care and Prevention of Athletic Injury	3
SS 325 Kinesiology and Biomechanics	4
SS 402 Exercise Physiology	3
SS 410 Organization and Administration of Physical Education and Sport	3

### Professional Studies Methods Courses

Physical Education majors must successfully complete the following courses with a grade of C (2.00) or better. The following courses may be taken prior to admittance to the

## Teacher Education Program.

SS 233L Field Experience Teaching Healthful Living Education in the Elementary School	1
SS 233 Teaching Health and Physical Education in the Elementary School	3

### **The following courses may be taken only after being admitted to the Teacher Education Program.**

EDU 322 Reading and Writing in the Content Area	3
SS 333L Field Experience Teaching Healthful Living Education in the Secondary School	1
SS 333 Teaching Physical Education and Health in the Secondary School	3

## **Professional Studies Sequence for Licensure**

All students in the Teacher Education Program, regardless of licensure area, are required to successfully complete the following courses with a grade of C (2.00) or better.

### **The following courses may be taken prior to admittance to the Teacher Education Program:**

EDU 235 Curriculum and Instruction	3
EDU 236 Technology for Educators	3
EDU 246 Education, Culture and Society	3
PSY 220 Child and Adolescent Psychology	3

### **The following courses may be taken only after being admitted to the Teacher Education Program:**

EDU 324 Educational Psychology	3
EDU 350 Learning Diversities of Children	3
EDU 355 The Exceptional Child	3
EDU 423 Student Teaching Internship	10
EDU 425 Student Teacher Senior Seminar	2

Any changes in the approved program of study outlined above must have the approval of the Department Chairperson.

## **Department of History**

**Chairperson: David F. Herr**

**Major in History (B.A.)**

**Minor in History**

The Department of History offers a major and minor in history. History majors may specialize in European or American history. The history major develops students' writing, research, and reasoning abilities. It addresses the need to construct clear and appropriate interpretations about complex information. The major prepares students for a number of career paths including graduate training.

Students choosing either history may elect to build a contract major in American Studies, Asian Studies, European Studies, history for pre-law, history for journalism, history for government service, history for divinity services, history for mass communications, and history for careers in business.

Students interested in majoring in public history should read about our public history major described under interdisciplinary majors.



## **Mission**

In keeping with the mission of the College, the Department of History emphasizes teaching the knowledge and the skills necessary for students to be articulate and responsible citizens, and to understand the historical developments that have resulted in an interconnected world community. Specifically, the Department helps students, majors and non-majors alike, gain knowledge of the Judaeo-Christian heritage in a world context and guides them in understanding other cultures and value systems. Further, it helps students understand the nature of change and continuity in human experience over time. History students will grow to understand the relationship of history to life and to recognize the constant need to re-think the past in light of new questions, new information and new tools of analysis.

## **Goals**

1. To enable all history students to develop an awareness of the importance of the past or its own sake and for its use in the present and future.
2. To offer courses for majors and non-majors alike that will provide strong foundation in important historical eras and cultures, and to offer courses which emphasize global diversity in cultures and environment.
3. To offer for history majors and history minors courses which deal with historical methods, with original research, and which integrate and synthesize the study of history at St. Andrews.
4. To provide in curriculum and instruction the opportunity for students to exercise and develop skills of critical analysis and writing.
5. To prepare and advise history majors for professional training, careers, law or graduate school, and teaching.

## **Explanation**

It is expected that up to 90% of the students enrolled in the major during the junior year will complete the requirements for the major and will graduate from St. Andrews on schedule. Up to 30% of these history graduates will enter graduate school, law school, or other professional school. Approximately 70% of our majors will enter immediately into the job market where their major in history will serve well the demand that they express their ideas clearly and think responsibly.

## **Honors in History**

The Department may invite history majors to participate in Departmental Honors if they have a 3.3 G.P.A. in history courses and a 3.0 cumulative G.P.A. Such students will enroll in HIS 491 Honors Seminar. Continuing in the honors program requires the following by the end of HIS 491:

1. Approved thesis proposal.
2. Demonstration of progress toward completion of the project.

The Department will consider students meeting these criteria for enrollment in HIS 497, Honors Research.

In addition to the successful completion of HIS 491, a student will earn Departmental Honors with successful completion of the following:

1. The submission of a thesis on or before the designated deadline date. The deadline normally will be two weeks before spring graduation.
2. A successful defense of the thesis before a three-person board of whom at least one



will be a faculty member of the History Department.

3. The submission of a final copy of the approved thesis which includes: a. revisions of the thesis required by the board, b. a manuscript which meets the preparation rules, designated by the History Department.

4. Notification by the director of the thesis to the Department that the student has met all the above conditions.

## **Major in History, 32 credits: B.A.**

A standard major in history consists of 32 credits in history, including at least 15 at the 300-400 levels.

### **Required Courses**

Approved American History Elective chosen from HIS 201 or 202	3
Approved Western Civilization Elective chosen from HIS 101 or 102	3
HIS 325 Junior Methodology and Research Seminar in History	3
HIS 425 Senior Research Seminar in History	2
Approved History Electives	21

## **Samples of a Major in History**

### **American History**

#### **Lower Level**

HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 201 American History Survey I	3
HIS 202 American History Survey II	3
HIS 248 African American History Survey	3
HIS 209 North Carolina History	3

#### **Upper Level**

HIS 335 United States Slavery	3
HIS 334 Civil War and Reconstruction	3
HIS 356 The Second World War and the Holocaust	3
HIS 371 The United States and the Vietnam War	3
HIS 325 Junior Methodology and Research Seminar in History	3
HIS 425 Senior Research Seminar in History	2

### **European History**

#### **Lower Level**

HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 201 American History Survey I	3
HIS 202 American History Survey II	3
HIS 283 Latin American History Survey II	3
HIS 271 The United States and the Vietnam War	3

#### **Upper Level**

HIS 353 The French Revolution and Napoleon	3
HIS 355 The Turn of the Century and World War I	3
HIS 356 The Second World War & the Holocaust, Europe 1919-1945	3
HIS 357 The Second World War; Asia and the Pacific 1919-1945	3
HIS 390 Special Area Studies Course	3

## **General History**

### **Lower Level**

HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 201 American History Survey I	3
HIS 202 American History Survey II	3
HIS 277 Topics in Latin American History	3
HIS 271 The United State and the Vietnam War	3

### **Upper Level**

HIS 353 The French Revolution and Napoleon	3
HIS 334 Civil War and Reconstruction	3
HIS 335 United States Slavery	3
HIS 357 World War Two: Asia and The Pacific 1919-1945	3
HIS 390 Special Studies Course	3
HIS 325 Junior Methodology and Research Seminar in History	3
HIS 425 Senior Research Seminar in History	2

## **Contract Major in History, 36-45 credits: B.A.**

A contract major in History consists of 36-45 history and related credits carefully selected to meet the individual needs of student. At least half of the credits in the contract must be history courses. A minimum of eighteen (18) credits at the 300-400 levels is required. Typical contract options are as follows: American Studies, Asian Studies, European Studies, history for pre-law, history for journalism, history for government service, history for divinity services, history for mass communications, and history for careers in business.

## **Samples of a Contract Major in History**

### **Contract Major for History/Pre-Law**

#### **Lower Level**

HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 201 American History Survey I	3
HIS 202 American History Survey II	3
POL 201 Introduction to American Politics	3
COM 113 Public Speaking	2
POL 251 Introduction to Law	3

#### **Upper Level**

PHI 333 Philosophy of Law	3
POL 323 Conflict Resolution	3
POL 362 Constitutional Law	3
HIS 345 The American Civil Rights Movement	3
B/E 315 Business Law	3
HIS 325 Junior Methodology and Research Seminar in History	3
HIS 425 Senior Research Seminar in History	2

### **Contract for History/Economics**

#### **Lower Level**

HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 201 American History Survey I	3

HIS 202 American History Survey II	3
B/E 209 Principles of Accounting I	3
B/E 210 Principles of Accounting II	3
B/E 231 Microeconomics	3
B/E 232 Macroeconomics	3

### **Upper Level**

HIS 345 The American Civil Rights Movement	3
B/E 306 Money, Banking, & Financial Institutions	3
B/E 304 Principles of Financial Management	3
B/E 312 Principles of Marketing Management	3
B/E 325 Principles of Management	3
HIS 314 Topics in American History	3
HIS 325 Junior Methodology and Research Seminar in History	3
HIS 425 Senior Research Seminar in History	2

### **Contract for Non-Western Cultures**

#### **Lower Level**

HIS 101 Western Civilization I	3
HIS 102 Western Civilization II	3
HIS 282 Latin American History Survey I	3
HIS 283 Latin American History Survey II	3
SPA 151 Spanish I	3
POL 211 Introduction to International Politics	3
LIN 251 Introduction to Linguistics	3

#### **Upper Level**

RS 344 Religions of India and South Asia	2
LIT 375 Japanese Fiction	3
POL 309 Area Studies	3
HIS 371 The US and the Vietnam War	3
HIS 377 Topics in Latin American History	3
POL 342 Contemporary Issues	2
HIS 325 Junior Methodology and Research Seminar in History	3
HIS 425 Senior Research Seminar in History	2

### **Minor in History, 18 credits**

The History Department offers a minor in history consisting of a minimum of eighteen (18) credits, at least half of which are upper level.

The Department strongly advises minors to take the Junior Methodology and Research Seminar in History.

#### **Required Courses**

Approved History Electives at the 100-200 levels	9
Approved History Electives at the 300-400 levels	9

### **General Requirement for all History and Public History majors**

All senior history and public history majors who expect to graduate in the spring semester of their senior year are required to submit a formal evaluation of their progress prescribed by the department in March of their senior year.

# **Department of Politics**

**Chairperson:** Neal Bushoven

**Major in Politics (B.A.)**

**Minor in Politics**

## **Mission**

The mission of the Politics Department is to support the mission of the College by providing majors with a depth of knowledge and proficiency in the tools and techniques of the discipline of Political Science, supplemented by an awareness of the questions of value implicit in all vocations. The members of the Politics faculty also support the mission of the College by encouraging all students in its courses to become informed, articulate, political individuals with a comprehension of the complex nature of living in an interdependent global community. The Politics Department is inclusive and student-centered, utilizing experiential learning where appropriate and enhancing student self-development through habits of lifelong learning.

## **Goals**

- To provide opportunities for students to become politically informed persons who can clearly and authoritatively articulate their political views and who are good and respectful listeners to the political views of others.
- To provide opportunities for students to identify, clarify, articulate, and evaluate personal political values, to defend personal, political choices through reference to values, and to act ethically and more effectively on their political values, while developing leadership skills.
- To provide opportunities for students to enhance their understanding of the diverse and interdependent nature of the global community of which they are a part, and for them to become more effective and knowledgeable global citizens, to provide students opportunities to prepare for and activate vocations and careers in such areas as law, public service, private agencies, international organizations, journalism, and education.
- To provide students opportunities to develop oral and written skills.
- To provide students opportunities to develop skills in finding, evaluating, organizing, and presenting relevant political information especially through contemporary, available technologies.

## **Honors in Politics**

A major may, upon recommendation by the faculty of the Department of Politics, and upon certification by the Dean of the College, receive the designation “honors in politics” after successful completion of the following:

- Achievement of a cumulative G.P.A. of 3.0 or better in all course work, and a 3.3 or better in all course work in Politics.
- Satisfactory completion of 6 credits, four of which are completed in the fall semester as Politics 497 Departmental Honors and two of which are completed in the spring semester as Politics 419 Senior Seminar in Politics.
- Completion of a yearlong Honors Thesis on a topic approved by the Politics faculty.
- Achievement of periodic approval for continued work on the Honors Thesis.
- A successful defense of the Honors Thesis before an examining committee which includes the faculty in Politics, one faculty member outside the Politics Department, and/or an outside examiner.

**Internships**

Internships are an integral part of most Politics majors. The Department of Politics has arranged for the placement of student interns with numerous national, state, and local government offices and agencies, private agencies, law offices and businesses. Prospective interns must meet College internship requirements. Internships allow students to explore career opportunities, clarify goals and personal values, and utilize knowledge and skills in practical work environments.

Student interns receive variable credits while enrolled in Politics 295, 395, and/or 495. Course levels and credits reflect interests, skills and the nature of the on-site experience.

**Major in Politics (36 credits)**

A major in Politics must total a minimum of 36 Politics course credits. Students may take a maximum of 14 credits of 200-level courses that must include POL 201 and POL 211. They also must take a minimum of 22 credits of 300-400 level courses that must include POL 319 Junior Seminar and POL 419 Senior Seminar. At least 12 upper-level credits must be taken in the Junior and Senior years.

**Contract Major in Politics (36 - 41 credits)**

Contract majors in Politics may be arranged between students and the department chair. Areas of emphasis in the past have included pre-law and politics, journalism and politics, international studies and politics, professional Political Science, and area studies and politics.

**Sample Contracts for Specialized Programs of Study in Politics:**

**Pre-Law and Politics**

**Four Introductory Level Courses (12 credits)**

POL 201 Introduction to American Politics	3
POL 211 Introduction to International Politics	3
POL 231 Introduction to Law	3
PHI 203 Introduction to Logic	3

**Upper Level Courses (Minimum of 29 credits)**

POL 495 Internship in Law	3
POL 319 Junior Seminar	2
POL 419 Senior Seminar	2

**At Least Four Credits From:**

POL 325 Constitutional Law: Historical Cases	2
POL 335 Constitutional Law: Civil Rights	2
POL 345 Constitutional Law: Current Cases	2

**Six Credits From:**

POL 323 Conflict Resolution	3
POL 340 Politics of Race	3
PHI 333 Philosophy of Law	3
B/E 315 Business Law	3

A Minimum of Twelve Additional Credits in Politics (Of Which Six Must Be in Comparative or International Politics)

## **Law and Public Service**

### **Five Introductory Level Courses (14 credits)**

POL 201 Introduction to American Politics	3
POL 211 Introduction to International Politics	3
POL 231 Introduction to Law	3
POL 276 Politics of Behavior	3
POL 242 Leadership	1

### **Nine Upper Level Courses (22 credits)**

POL 323 Conflict Resolution	3
POL 340 Contemporary Issues	3
POL 325 Constitutional Law: Historical Cases	2
POL 335 Constitutional Law: Civil Rights	2
POL 345 Constitutional Law: Current Cases	2
POL 366 Politics of Sex	3
POL 395 Internship	3
POL 319 Junior Seminar	2
POL 419 Senior Seminar	2

## **International Studies and Politics**

### **Five Introductory Level Courses (13 credits)**

POL 201 Introduction to American Politics	3
POL 211 Introduction to International Politics	3
POL 240 Model UN	1
POL 276 Politics of Behavior	3
POL 224 Democracies	3

### **Nine Upper Level Courses(25 credits)**

POL 309 Area Studies (two courses)	6
POL 323 Conflict Resolution	3
POL 340 Contemporary Issues (two courses)	6
POL 395/398/or 399 Internship, Teaching Practicum or Guided Independent Study	3
POL 319 Junior Seminar	2
POL 355 Issues in American Foreign Policy	3
POL 419 Senior Seminar	2

## **Professional Political Science**

Contract to be designed around area of Political Science in which student is seeking further education.

## **Minor in Politics, 18 credits**

All students intending to minor in Politics take a maximum of three 200-level courses (9 credits), which must include POL 201 and POL 211, and a minimum of three 300-400 level courses (9 credits).



## **Department of Sport Studies**

**Chairperson:** Pebbles Turbeville

**Major in Sport and Recreation Studies (B.A.)**

**Major in Therapeutic Horsemanship (B.A.)**

**Refer to Department of Education Section for Physical Education with K-12 Teacher Certification (B.A.)**

**Refer to Department of Business and Economics for the Specialized Program of Study in Sports Management (B.A.)**

**Minor in Equine Studies**

**Minor in Coaching for Sport**

**Minor in Therapeutic Horsemanship**

### **Mission:**

The mission of the Department of Sport Studies is to provide a course of study in Physical Education and Sport Studies which promotes acquisition of analytical and physical skills emphasized in the course of study of the fundamental principles of the field. The Department has a dual role in meeting the College's mission. For those students taking physical education courses for personal exploration, lifetime fitness and health, the intent is to help them realize their own role in personal and community health issues and accept physical activity as the beginning of a lifelong commitment. For those students who chose to major in the Department, the mission is to graduate majors who possess both the breadth of conceptual knowledge in a wide range of physical, sports and fitness skills and activities, and the contextual depth in a specific area as well. It is the intent of the Department that by allowing each student to choose an area of specialization, the student will be prepared for careers in physical education and therapeutic horsemanship, management careers in sport and recreation, or graduate study.

### **Goals:**

1. The student will demonstrate an understanding of the basic theory and methodology and will have obtained and applied the skills in the field of Sport and Recreation that will be necessary for the student to meet career expectations.
2. The student will complete experiential learning through internships, guided independent research opportunities, and service activities.
3. The student who completes the Therapeutic Horsemanship Major will obtain a registered level certification by the North American Riding for the Handicap Association (NARHA).

## **Sport and Recreation Studies**

### **Mission:**

The Sport and Recreation Studies major, in keeping with the mission of the College, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge and skills necessary for success in the field, as well as experiential learning components which help students explore and define career options while applying and testing their knowledge base.

### **Career Opportunities:**

The Sport and Recreation Studies major is for a student who wants a career in a sport or recreation organization. Jobs for directors, managers, administrators and program man-

agers are available in parks and recreation, YMCA's, Boy's Clubs, resorts, and private clubs. Students in the Sport and Recreation Studies major take sports classes in management, marketing, law, and sociology. Students select specific courses that will prepare them for the career direction intended.

**Sport and Recreation Studies is designed to assist students:**

- 1. Develop an understanding of the various philosophies and factors that influence the sport and recreation industry.
- 2. Provide learning opportunities to develop skills and knowledge in the area of sport and recreation.
- 3. Develop an understanding of safety and ethical issues necessary to work successfully and responsibly in sport and recreation field.
- 4. Provide administrative skills, knowledge and understanding of planning, organizing and evaluating various sporting and recreational events and programs.

**Sport and Recreation Studies (49 - 52 credits)**

**Core Requirements (36 credits)**

PSY 101 Introduction to Psychology	3
PSY 220 The Child or PSY 230 The Adult	3
BIO 221 Human Anatomy and Physiology I	4
B/E 328 Sport Management Law	2
SS 211 Introduction to Recreation	3
SS 231 Foundations and Principles of PE and Sport	3
SS 234 Adapted PE, Sport and Recreation	3
SS 237 Care and Prevention of Athletic Injury	3
SS 335 Foundations of Sports Management	3
SS 380 Sports Marketing	3
SS 350 Event and Facility Management	3
SS 410 Organization and Administration of PE and Sport	3

**Electives: (10 credits)**

BIO 222 Human Anatomy and Physiology II	4
SS 215 Skill Analysis: Individual Sports	2
SS 216 Skill Analysis: Team Sports	2
SS 310 Foundations in Sport Coaching	3
SS 320 Foundations in Officiating	3
SS 325 Kinesiology and Biomechanics	4
SS 368 Sport Sociology	3
SS 402 Exercise Physiology	3

**Capstone: (4-7 credits)**

SS 470 Ethics in Sport and Recreation	3
SS 395/399 Internship/Practicum	1-4

It is highly recommended that all majors be certified in CPR and First Aid.

**Mission: Therapeutic Horsemanship**

The Therapeutic Horsemanship major, in keeping with the mission of the College, will offer an integrated educational program that incorporates cross-disciplinary exposure to the knowledge and skills necessary for success in the field, as well as experiential learning components which help students explore and define career options while applying and testing their knowledge base. Support of the College's mission of encouraging students to 'transcend self-interest with a spirit of service' is inherent in the very nature of the major.

Students will be prepared to enter the field of Therapeutic Horsemanship as well-trained and contributing professionals or to continue on to post-graduate work in a related area. The major is specifically designed to provide career training for the student who is able-bodied or disabled.

In addition to the general outcomes for all majors in Sport Studies the program in Therapeutic Horsemanship is designed to assist student in:

1. Gaining an understanding of the therapeutic value and impact of horseback riding for people with a broad range of cognitive and physical disabilities and developing their knowledge of the various disabling conditions and the practical applications of horseback riding as a therapeutic modality;
2. Developing the skills to utilize their knowledge to create student-centered learning experiences;
3. Demonstrating an understanding of the safety, medical management, and ethical issues necessary to work successfully and responsibly in this field;
4. Managing equines in a safe, healthy and effective manner training them for use in Therapeutic Horsemanship Programs;
5. Developing their skills as riders and their understanding of the theory of riding instruction, the anatomy and physiology of the horse and the rider, as well as their understanding of the horse’s mentality.

### Major in Therapeutic Horsemanship

**Core:**

Bio 221 Human Anatomy and Physiology I	4
EQ 244 Stable Management	2
EQ 244L Stable Management Lab	2
EQ 248 Basic Riding Instructor	2
EQ 248L Basic Riding Instructor Lab	1
EQ 241 Horse Science I	3
EQ 340 Equine Business Management	3
Psy 101 Introduction to Psychology	3
PSY 220 Child and Adolescent Development	3
SS 227 Community Health, First Aid and CPR	2
SS 402 Exercise Physiology	3
SS 325 Kinesiology and Biomechanics	4
TH 155 Introduction to Therapeutic Horsemanship	1
TH 246 Principles of Therapeutic Horsemanship	3
TH 268 Training the TR Horse	2
TH 346 Advanced Techniques in Therapeutic Horsemanship	4
TH 347 TH Program Management: Administration	2
TH 348 TH Program Management: Teaching	3

**Capstone:**

TH 465 Therapeutic Horsemanship Issues and Ethics	3
TH 466 Survey of Specialties in Therapeutic Horsemanship	2
TH 495, 498, or 499 Senior Project (internship, GIS, or practicum)	3

Every major will be required to receive Red Cross certification in First Aid and CPR.

At least a minimum of two PE riding classes from PE 261- 4 and the student needs to be prepared to pass the riding proficiency test for the North American Riding for the Handicapped Association (NARHA) instructor certification.

## **Minors in Sports Studies**

Each minor must have a minimum of 18 and a maximum of 28 credits selected from courses in the major field. There must be enough courses at the upper level to constitute one-half of the courses which comprise the minor.

## **Equine Studies**

EQ 244 or 245, 244L, 248, 248L, 249, 340, 341, 342, and 422; and two of the following: EQ 267, 268, 271, 272, 278, or 279. The student must also be certified in First-Aid and CPR or take SS 227.

## **Coaching for Sport**

SS 227, SS 231, SS 237, SS 310, SS 320, SS 410, plus approved electives

## **Therapeutic Horsemanship**

TH 155, SS 227, EQ 244, EQ 244L, TH 246, TH 346, TH 347, TH 348, TH 465, TH 466, TH 268.

# **Curriculum**

All departments will occasionally offer courses taught by their appropriate professors using the X90, X95, X98 and X99 series: per example: Biology 295 Internship in Biology. Courses numbered 0XX do not count toward meeting graduation requirements.

## **Special Studies, Practica, Internships & Guided Independent Studies 190, 290, 390, 490 Special Studies (1-4 credits)**

These are courses which are not regularly taught but which are offered when a unique combination of faculty and student interests suggests that an important learning experience may occur. Class size is small, therefore students must assume greater responsibility for preparation for and conduct of the course. Credit and prerequisites as announced.

## **195, 295, 395, 495 Internships (1-4 credits)**

A work experience with some external agency supervised by a professional in the career area. Prerequisites: permission of the site supervisor, faculty sponsor, and College internship coordinator; and minimum overall G.P.A. of 2.5.

## **497 Departmental Honors**

Unless otherwise specified by a particular department, students wishing to graduate with the designation "honors in (the major)" must successfully complete no fewer than 6 and no more than 12 credits of 497 Independent Study covering work in at least two regular terms and culminating in the presentation and defense of an honors thesis or project. (For further information, see the section of the catalogue entitled Academic Honors and Departmental Honors.)

## **198, 298, 398, 498 Research/Teaching Practicum (1-4 credits)**

As a research practicum, this course provides an outlet for a student-directed special project. As a teaching practicum, this course provides the student with experience as a teaching assistant. Credits and prerequisites as determined by the faculty member.

## **199, 299, 399, 499 Guided Independent Studies (1-4 credits)**

These courses enable students to perform undergraduate research for credit; thus the student interested in a GIS should contact the faculty member to inquire about research possibilities, many of which may result in presentations or publications. Credit and prerequisites as determined by faculty member. Courses numbered at the 300- and 400-levels are restricted to juniors and seniors except by permission of the instructor.

## **Anthropology Courses**

### **ANT 205 Archaeology (3 credits)**

An introduction to archaeological theory and methods and how these have advanced our understanding of past world cultures. North Carolina prehistory is emphasized through field trips and participation in archaeological research. (Social and Behavioral Sciences Breadth Course)

### **ANT 209 Introduction to Cultural and Social Anthropology (3 credits)**

This course introduces beginning students to social and cultural anthropology and to some of its major concepts, methods and findings. Included are anthropological perspectives on the human experience and anthropological approaches to research and analysis of human groups, including economics, technology, politics, ideology, art, language, as well as their interrelationships. (Historical or Social and Behavioral Sciences Breadth Course)

### **ANT 306 Ethnology (3 credits)**

This course begins with a brief survey of topics and approaches of cultural anthropologists: their questions, their methods, and their cross-cultural comparisons. It focuses on culture, traditions, and the pervasive processes of change which are applicable to the study of all societies. Topics include environment and ecology, the regulation of membership, symbolic messages and rituals, cultural transmission, and control of behavior. The course focuses on questions rather than answers, for students should find things out for themselves in an active way rather than passively through absorbing abstract knowledge. The latter part of the course involves students in identifying and researching a topic of interest in the St. Andrews or Laurinburg communities.

### **ANT 309 Contemporary Social Problems (3 credits)**

A study of the explanations for social change and the ways divergent values create social problems in complex societies. The major areas of tension within which contemporary problems arise are considered. Examples include: the problems of cities, population and environmental problems, wealth and power in the corporate state, the family, health care, aging, and race and ethnic relations. This course is for students in the social sciences who desire a practical emphasis to their disciplinary training. (Social and Behavioral Sciences Breadth Course)

## **Art Courses**

### **ART 120 Art History I: Prehistory to Medieval (2 credits)**

Students will gain an informed understanding and appreciation for the history of art as a visual history of ideas which express cultural values within changing pre-historical and historical contexts. Periods studied include the Paleolithic through the Medieval Period. Open to freshmen and non-majors. ART 120 is required of majors and satisfies two credits of the three credits required for the Humanities Perspectives requirement.



## **ART 121 Art History II: Renaissance to Impressionism (2 credits)**

Students will gain an informed understanding and appreciation for the history of art as a visual history of ideas which express cultural values within changing historical contexts. Periods studied in this course include the Renaissance through Impressionism. Open to freshmen and non-majors. ART 121 is required of majors satisfies two credits of the three credits required for the Humanities Perspectives requirement.

## **ART 146 2-D Design (4 credits)**

An introduction to the fundamental elements and principles of design (line, color, texture, value, unity, balance, rhythm, etc.) as these are related to the two-dimensional arts (drawing, painting, and computer art). A combined lecture and studio format introduces the student to general design concepts through specific projects in a variety of media. With ART 223, this course serves as a foundation for further and more advanced work in the visual arts. Open to freshmen and non-majors. ART 146 is required of majors and satisfies the Creative Arts Perspectives requirement

## **ART 147 3-D Design (4 credits)**

An introduction to the fundamental elements and principles of design (line, color, texture, value, unity, balance, rhythm, etc.) as these are related to the three-dimensional arts. A combined lecture and studio format introduces the student to general design concepts. Students will explore a wide variety of three-dimensional media through specific problems and projects. This course serves as a foundation for further and more advanced work in the three-dimensional arts. Open to freshmen and non-majors. ART 147 is required of majors and satisfies the Creative Arts Perspectives requirement.

## **ART 223/323/423 Drawing I, II, III (4 credits each)**

Students will develop drawing skills at introductory, intermediate and advanced levels. The controlled use of line, form and value, texture and composition are emphasized using a variety of wet and dry media. ART 223 is required of majors. More advanced work is available in ART 444. Art 223 satisfies the Creative Arts Perspective requirement.

## **ART 225/325/425 Sculpture I, II, III (4 credits each)**

Students will develop sculpture making skills at the introductory, intermediate and advanced levels. Emphasis will be placed on three-dimensional modeling, assemblage, carving and casting techniques in a variety of media. Prerequisite: ART 147 or permission of instructor. More advanced work is available in ART 444.

## **ART 226/326/426 Painting I, II, III (4 credits each)**

Students will gain painting skills at the introductory, intermediate and advanced levels. Emphasis will be placed on the techniques and materials of painting. This course is taught in oils and acrylics in alternating years. Prerequisites: ART 223 or 146 or permission of instructor. More advanced work is available in ART 444.

## **ART 227/327/427 Computer Art I, II, III (4 credits each)**

Students will develop electronic imaging skills at the introductory, intermediate and advanced levels. PC-based and Macintosh hardware are used with image manipulation, 3-D modeling and animation software to produce visual imagery for fine and time based art purposes. No programming is involved. Prerequisites: ART 223 or 146 or permission of instructor. More advanced work available in 444.



## **ART 228/328/428 Ceramics I, II, III (4 credits each)**

Students will learn methods and techniques used in the creation of ceramic art at the introductory, intermediate, and advanced levels. Emphasis will be placed on developing, manipulation, modeling and construction skills. Prerequisite: ART 147 or permission of instructor. More advanced work available in ART 444.

## **ART 361 Seminar in Modern Art (2 credits)**

Students will gain understanding of the modern and post-modern era through an investigation of the art of the 20th century. The study of art criticism will be integral to the topical analysis of art created during this period. Prerequisite: ART 120, 121 or permission of instructor. ART 361 is required of majors.

## **ART 444 Advanced Studies in Art (4 credits each)**

Students will build body of advanced work in one of the chosen media: Drawing, Painting, Sculpture, Computer Art, or Ceramics. This course may be taken multiple times. Prerequisites: levels I, II, and III of the medium chosen and the instructor's approval.

## **ART 456 Art Portfolio (2 credits)**

The student will prepare a résumé and slide portfolio of his or her artwork. Workshops, lectures and demonstrations will enable students to compile materials for job applications and/or graduate school. ART 456 is required of majors.

## **ART 457 Senior Show (2 credits)**

This course is required of all senior art majors. The student will create a senior art exhibit. Emphasis will be placed on the content and quality of works shown, professional gallery/visual presentation and a final oral presentation. ART 457 is required of majors.

## **Asian Studies Courses**

### **AS 101 Introduction to Asia (3 credits)**

The civilizations of India, China, and Japan are presented in historical perspective. Korea, selected cultures of Southeast Asia, and the Islamic world are also included. The course is not designed as an attempt at a comprehensive survey, but rather as a series of more intensive investigations into a selected number of interrelated themes, ideas, and developments in Asia. The first term will be devoted to the traditional period and will include studies of artistic, religious, literary, philosophical, and political achievements and challenges. This course satisfies the International Perspectives requirement.

### **AS 102 Introduction to Asia (3 credits)**

The second term will examine the modern period, from Western contacts to the present, emphasizing the same interdisciplinary perspectives. Original texts, guest speakers, and multimedia materials will be utilized whenever possible. This course satisfies the International Perspective requirement.

## **Business & Economics Courses**

### **B/E 120 Introduction to Business (3 credits)**

It is the purpose of this course to provide a framework within which to understand the dynamic operation of an organization (profit and not-for-profit), to begin to develop skills

and techniques which are necessary to manage an organization, and to provide a base from which to plan a program of study to prepare for successful organizational leadership. The student will learn, through direct experience, the primary functions of a business organization. (Social and Behavioral Sciences Breadth Course)

### **B/E 209 Principles of Accounting I (3 credits)**

An introduction to financial accounting. The study of the basic accounting equation, transaction and financial statements. Emphasis is on understanding basic concepts and use of accounting information to support economic decision-making. Prerequisite: Sophomore standing, or permission of instructor.

### **B/E 210 Principles of Accounting II (3 credits)**

An introductory study of managerial accounting with an emphasis on interpretation and application of accounting data inside specific organizations. The course stresses the use of financial and related information to make strategic, organizational and operational decisions. Prerequisite: B/E 209.

### **B/E 215 Personal Finance (3 credits)**

This course will assist business and non-business students in their future financial well being. The curriculum will consist of topics such as understanding the economic environment of personal finance, achieving one's personal financial goals, understanding financial activities over the life cycle, managing cash, and resolving conflicts in one's budget, credit use, and income taxes. The knowledge acquired in this course will help students avoid the financial pitfalls that they will face as adults. The course does not count towards the business major.

### **B/E 231 Microeconomics (3 credits)**

A survey of microeconomic theory. The theory of the pricing and allocation of resources will be applied to current issues. The student should achieve an appropriate score on Part A of the Mathematics Placement Test before enrolling in this course. The student must take the test before enrolling in the course. This course satisfies the Quantitative Reasoning breadth requirement.

### **B/E 232 Macroeconomics (3 credits)**

A survey of macroeconomic theory including discussions of unemployment, inflation, and other current issues. (Social and Behavioral Sciences Breadth Course)

### **B/E 266 Federal Income Tax I (3 credits)**

This course will study the "nuts and bolts" of the United States Income Tax system. Special emphasis will be placed on analyzing the impact the Federal Tax Code has on both individuals and businesses in today's complex economy. Case studies, problem solving and tax form preparation will be stressed. Prerequisites: B/E 210 or permission of instructor.

### **B/E 304 Principles of Financial Management (3 credits)**

A consideration of how to manage the financing of a firm. Risk, capital budgeting, long-term financing, and short-period investing and financing decisions as well as techniques are explored. Prerequisites: B/E 231 or B/E 232, B/E 209, and Math 205, or permission of instructor.

### **B/E 305 Current Issues in International Economic Development (3 credits)**

This course surveys social and economic conditions in less developed countries and takes a multidisciplinary approach in examining the causes and potential solutions. Students will analyze the history and conditions of a country or region and present their findings and recommendations. This course does require junior standing but does not require prior training in economics.

### **B/E 306 Money, Banking & Financial Institutions (3 credits)**

A study of institutions of money, banking, and credit; monetary expansion and contraction; public policies affecting this process; development of the U.S. money and banking system; and commercial bank management. Prerequisite: B/E 232, or permission of instructor.

### **B/E 308 International Financial Management (3 credits)**

A study of international trade, including the gains from trade, the use of tariffs and quotas, the international monetary system, and the problems associated with exchange rates and balance payments. Managerial use of spot and forward exchange markets, as well as the international aspects of short-term and long-term investing and financing decisions, is included. Prerequisites: B/E 231 or 232, and B/E 304, or permission of instructor.

### **B/E 309 Intermediate Accounting I (3 credits)**

Covers theoretical foundations, the accounting process, income determination, preparation of financial statements, and accounting for current assets. Emphasis is placed on theoretical arguments supporting current accounting practice and alternatives. Prerequisite: Successful completion of B/E 210 with a minimum G.P.A. of 2.0, or permission of instructor.

### **B/E 310 Intermediate Accounting II (3 credits)**

A continuation of B/E 309 covering the theory and practice of accounting for plant assets, liabilities, and owner's equity. Prerequisite: B/E 309.

### **B/E 312 Principles of Marketing Management (3 credits)**

A functional analysis of marketing and its importance as an economic activity. Topics covered include: demographic analysis, product development, pricing, distribution, and promotion. Additional managerial orientation is provided through case studies and decision-making practice. Prerequisite: B/E 231, or permission of instructor.

### **B/E 315 Business Law (3 credits)**

A "nuts and bolts" study of the principles of law which create, define, and regulate the rights and liabilities of persons taking part in business transactions. Areas covered include contracts, agency relationships, commercial paper, sales, and bankruptcy. Prerequisite: Sophomore standing or permission of instructor.

### **B/E 319 Intermediate Microeconomics: Theory & Applications (3 credits)**

A study of the theory of the firm, its behavior, behavior of consumers, and management decision-making. Specifically, the course will focus on price and output decisions, rational economic choices of consumers, economics of technological change, production efficiency and costs, competitive behavior, and adjustments of markets to new conditions. Prerequisite: B/E 231, or permission of instructor.

### **B/E 325 Principles of Management (3 credits)**

An introduction to the basic theories and practices within the management profession. Areas stressed are human relations, organizations and their structure, and delegation of authority. Prerequisites: B/E 231 and B/E 209, or permission of instructor.

### **B/E 328 Sports Management Law (2 credits)**

Legal issues have increasingly found their way into the domain of the world of sports. One needs look no further than the morning sports section to realize that law now has a rather profound influence on sports. With labor law issues, contract issues, issues regarding the regulation of amateur athletics, antitrust issues, issues regarding compensation for injuries and many other legal issues arising in the sports context, attorneys and judges are more than idle spectators at sporting events. The "sports industry," like other industries, is regulated by a body of laws and rules. Anyone who takes an active role in sports, from coaches and administrators to players, is in need of some understanding of the role that law plays in the sporting world. This course is intended to give such an understanding by serving as an introduction to sports law. (Prerequisite: B/E 315 or permission of instructor).

### **B/E 329 Management Information Systems (3 credits)**

Study of the role of information in supporting business operations, managerial decision-making, and organizational strategy. Topics include technology concepts, internet worked enterprises, functional area applications, systems development, and effective management of information resources. Prerequisites: CIS 111 and junior standing.

### **B/E 333 Advertising & Promotional Management (3 credits)**

An examination of the strategic application of two of the most important activities for marketing managers in the communication of product information to clients and consumers. Marketing campaigns, media selection, use of trade shows, product research, and effectiveness determination will be studied in concentrated team efforts. Prerequisite: B/E 312, or permission of instructor.

### **B/E 349 Governmental & Not-For-Profit Accounting (3 credits)**

This course introduces to the business student the unique way in which federal, state, and local governments maintain their accounting systems. The course also studies the accounting methods used by churches, charities, and other not-for-profit organizations found in the United States today. Prerequisites: B/E 310 or permission of instructor.

### **B/E 355 Organizational Behavior (3 credits)**

Integrates the study of social psychology and management and applies knowledge from these areas to understand behavior of individuals working together in groups. Topics include leadership and power, group decision-making, communication, conflict resolution, motivation, and group socialization and development. Using lecture, discussion, case study and simulation methods, the course will encourage students to apply principles to specific organizations. Prerequisite: One course in Psychology, B/E 120 or B/E 325.

### **B/E 362 Investments and Portfolio Analysis (3 credits)**

A study of stocks, bonds, and other investments, as well as security markets in general. Capital market theory is used to analyze portfolio management and investment strategy. The course examines the art as well as the science of investing. Prerequisites: B/E 304, or permission of instructor.

### **B/E 363 Intermediate Macroeconomics: Theory, Business Cycles, Forecasting (3 credits)**

A study of the empirical patterns of the business cycle and long run growth, the macro theory to analyze them, and methods of forecasting at the economy, industry, and company levels. Prerequisite: B/E 232, or permission of instructor.

### **B/E 364 Quantitative Methods for Business & Economics (3 credits)**

This course will introduce the student to many of the more important mathematical approaches and specialized techniques which can be used in the analysis of basic business problems requiring quantitative decisions. The aim is to develop an understanding of problem-solving methods based upon a careful discussion of problem formulation, mathematical analysis and solution procedure, utilizing numerous examples. Prerequisites: B/E 231 and B/E 209, or permission of instructor.

### **B/E 371 Cost Accounting (3 credits)**

This course covers the application of cost analysis to manufacturing and distribution problems; the recording of manufacturing costs for both the assembly and the continuous process types of industry; analysis of the behavior characteristics of business costs; and the principles involved in standard costs systems. Prerequisite: B/E 210.

### **B/E 372 Auditing (3 credits)**

This course on professional and practical auditing theory covers the review of internal control, audit procedures and development of audit programs for various types of business within the framework of auditors' professional and ethical standards. Prerequisites: B/E 309 and Math 205.

### **B/E 373 Human Resources Management (3 credits)**

This course will focus on human resources, employment procedures, and personnel administration. Topics to be covered include: analysis of personnel programs and policies; communications and practices in relationship to the effect upon productivity, organizational effectiveness and the satisfaction of personal objectives; and the recruiting, interviewing, developing, and maintaining of an effective and satisfied work force. Prerequisite: B/E 325, or permission of instructor.

### **B/E 374 Entrepreneurship (3 credits)**

A study of the methods used to determine the feasibility of successfully establishing a business in a specific industry or market. Financial, marketing, organizational, competitive, governmental, and demand factors will be analyzed. Each student will develop a business plan and a feasibility study for a new venture. Prerequisites: B/E 312 and B/E 325, or permission of instructor.

### **B/E 376 Sales Management (3 credits)**

This course will stress the fundamentals of selling practices and examine the major issues encountered by a sales manager in a complex business environment. Areas of focus include interviewing, hiring, training, motivation and performance measurement of sales personnel. Case studies, role-playing, and team actions will be stressed. Prerequisites: B/E 312 and B/E 325, or permission of instructor.



### **B/E 377 Introduction to International Business (3 credits)**

An upper level business course designed to give the student an overview of global business and the issues facing all business because of international factors. Special emphasis will be placed on China as a representative BEG (big emerging country). The course is appropriate for all majors. Prerequisite: Junior standing, or permission of instructor. This course satisfies the International Studies breadth requirement.

### **B/E 419 International Marketing Management (3 credits)**

A comprehensive cultural and strategic approach to international marketing. Topics covered include: analyzing environmental and cultural uniqueness among nations; effects of geography and political and economic changes on marketing activities; marketing global brands; and global trade agreements. The traditional marketing topics of target marketing, the four "P's", developing brand awareness, buyer behavior, and international distribution will be covered from an international perspective. Prerequisite: B/E 312, or permission of instructor.

### **B/E 442 Senior Policy & Strategy Seminar (3 credits)**

The combination and integration of business and economic principles in sophisticated analysis applied to case histories of a variety of firms and institutions. Includes a study of the formulation of organizational strategy. Emphasis will be on problem solving, analysis and decision-making. Prerequisites: senior standing and B/E 209, B/E 10, B/E 231, B/E 232, B/E 304, B/E 312, B/E 325, Math 205, and CIS 101.

### **B/E 446 Strategic Marketing Management (3 credits)**

Application of marketing principles and case analysis to solving complex marketing problems. Managerial areas include product management, pricing strategies, promotion, and distribution management. Prerequisites: B/E 312 and B/E 325, or permission of instructor.

### **B/E 471 Operations Management (3 credits)**

The management process applied to the design and operation of a production system, with production as a function of the business rather than as strictly a manufacturing activity. Topics include the planning, organizing, and controlling functions of management; forecasting, facility location and layout; job design and scheduling; quality control and inventory control. Prerequisite: B/E 325, or permission of instructor.

### **B/E 472 International Business Management (3 credits)**

The primary purpose of this course is to investigate the economic and business issues encountered in managing the global firm. These issues include: defining a global competitive strategy; translating a global strategy into local action; understanding the economic environment; market entry and participation policies; alliances, mergers, and acquisitions; role of top management; and organization, system, and people policies. Management theories and principles appropriate to the global firm will be identified and illustrated in terms of the problems and issues studied. Prerequisite: B/E 325, or permission of instructor.

### **B/E 474 Management In The 21st Century (3 credits)**

This course will address the changing workplace in the 21st century. Students will read in the current business press how organizations stay in their profit zone while retaining a



customer-centric focus. Chief Executive Officers of major North Carolina corporations and leading experts in their special fields will present their ideas and share their expertise with students in a discussion format. Students will explore their ideas and techniques and discuss their finding with the visiting experts in the field as well as local business leaders. Prerequisites: Junior or senior standing, and recommendation from the B/E faculty.

### **B/E 476 Management Communication (3 credits)**

This course will focus on developing, implementing and evaluating the written, oral and communication skills required in a professional business setting. The use of effective research methods and critical thinking skills will be emphasized. The course is open only to senior business majors.

## **Biology Courses**

### **BIO 101 Introductory Topics in Biology (4 Credits)**

This course explores basic principles of biology that relate scientific literacy to the non-scientist. This course satisfies the Natural Sciences breadth. (Three hours of laboratory and three hours of lecture per week.) Fall, Spring.

### **BIO 201 Concepts in Biology I (4 credits)**

A concept-oriented course in biology that introduces students to rudimentary principles of biological building blocks and macromolecules, cellular organization and reproduction, evolution, Mendelian Genetics, biotechnology, and ecology. (Three hours of laboratory and three hours of lecture per week.) Fall. This course satisfies the Natural Sciences breadth.

### **BIO 204 Concepts in Biology II (4 credits)**

Second semester course in introductory biology, with emphasis on the evolution and ecology of different groups of organisms. (Three hours of lecture and 3 hours of laboratory per week) Prerequisite: BIO 201. Spring. This course satisfies the Natural Sciences breadth.

### **BIO 221 Human Anatomy and Physiology I (4 credit hours)**

This course is an introduction to the structure and function of the major organ systems of the human body. The first semester course will focus on the following systems: integument, skeletal, muscular, nervous, endocrine, and reproductive. Particular emphasis will be placed upon the integrative action of these systems. The lab is devoted to exploring these concepts through experimentation, dissections, and computer simulations. (Three hours of lecture and three hours of lab per week.) Fall.

### **BIO 222 Human Anatomy and Physiology II (4 credit hours)**

This is the second semester course exploring the structure and function of the major organ systems of the human body. This course will focus on the following systems: cardiovascular, lymphatic, respiratory, digestive, and renal. Particular emphasis will be placed upon the integrative action of these systems. The lab is devoted to exploring these concepts through experimentation, dissections, and computer simulations. (Three hours of lecture and three hours of lab per week.) Spring. BIO 221 is a prerequisite.

### **BIO 291 Current Topics in Biology (3 credits)**

This course allows for an in-depth exploration of a current biological topic of interest. Examples of potential topics include the environment, biotechnology, or cancer. The class will consist of extensive study through the literature and the Internet. Regular discussion of at least one paper per week by students and professors is expected. (Three hours of lecture per week.) Prerequisites: BIO 201, 204 and at least sophomore standing.

### **BIO 307 Ecology (4 credits)**

A survey of the basic concepts, principles and methods of ecology; the subdiscipline of biology dealing with organisms, their interactions with the physical environment and other organisms, and the results of such interactions over time. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204.

### **BIO 327 Genetics (4 credits)**

Genetics is the study of heredity, studied from different, yet integrated, perspectives. The first is a more historical approach (Mendelian Genetics), the second is the heredity of environmental dynamics over time (population genetics), and the last examine genetics at a more molecular level (molecular genetics). Additionally, the class offers opportunities to examine the effects that current genetic discoveries are having on individuals, society, and decision-making. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204 Fall.

### **BIO 340 Plant Diversity (4 credits)**

A systematic survey of the divisions of photosynthetic organisms with an emphasis on evolutionary history and relationships in terms of morphology, anatomy, ecology, and reproductive diversity. Major evolutionary trends will be addressed. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204. Spring, alternate years.

### **BIO 348 Molecular Techniques (5 credits)**

This course offers a hands-on approach to techniques commonly employed within a research laboratory. Molecular techniques, through biotechnology, impact areas of life as diverse as agriculture, human health and medicine, and the environment. Emphasis will be on the applications and limitations of molecular techniques in the context of current and historical research. (Seven hours of lecture/laboratory per week.) Prerequisites: BIO 327, CHE 215 or 220. A lab fee is assessed with this course. Spring, alternate years.

### **BIO 349 Botany (4 credits)**

This course is a thorough, one-semester introduction to the study of plant biology, presented in an evolutionary context and emphasizing the structural and functional diversity of Kingdom Plantae. Morphology, anatomy, physiology, photosynthesis, growth and development will be treated in detail. (Three hours of lecture and three hours of lab per week.) Prerequisites: BIO 204. Spring, alternate years.

### **BIO 350 Biology of Fungi (4 credits)**

This course is a thorough, one-semester introduction to mycology, the study of fungi as biological organisms. Fungal diversity is explored in an evolutionary and ecological context, emphasizing morphology, adaptation and taxonomy. (Three hours of laboratory and 3 hours of lecture per week). Prerequisites: BIO 204

### **BIO 352: Mammalian Physiology (3 credit hours)**

Physiology is the study of the how the body functions through the integrated activity of organ systems. This course will provide an in depth examination of the major physiological systems from established principles in physics, chemistry, and cellular biology. (Three hours of lecture per week.) Prerequisite: BIO 204. Spring

### **BIO 353 Zoology (4 credits)**

Zoology is a systematic study of animals with emphasis on evolution, ecology and comparative physiology. The laboratory is devoted to systematic, field, and experimental studies. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 204. Fall, alternate years.

### **BIO 355 Animal Behavior (4 credits)**

Animal behavior is a broad discipline of biology integrating mechanisms of behavior with the ecological and evolutionary consequences of behavior. The course will introduce principles of neurophysiology, endocrinology, and development, which control and influence the expression of behaviors. The ecological aspects of behaviors will be considered, especially those that influence reproduction and foraging such as communication, territoriality and migration. A major focus will be on the evolutionary implications of animal behaviors with a strong emphasis on the concepts of sociobiology. Laboratories will involve both experiments and field observations. (Three hours of laboratory and three hours of lecture per week.) Prerequisite BIO 204. Fall, alternate years.

### **BIO 365 Microbiology (4 credits)**

Microbiology is the study of unicellular microscopic organisms. This course will deal with microorganisms and their activities. It is concerned with their form, structure, reproduction, physiology, metabolism, and identification. This course also includes the study of their distribution in nature, their relationship to each other and to other living organisms, their beneficial and detrimental effects on human beings, and the physical and chemical changes they make in their environment. (Three hours of laboratory and three hours of lecture per week.) Prerequisite: BIO 327. Spring, alternate years.

### **BIO 452 Cell Biology (3 credits)**

Cell biology is an in-depth investigation of the fundamental unit of life, the cell. In addition to describing cellular components and their functions, organelles will be examined at the molecular level. Cell similarities will be explored as well as the crucial differences which result in the formation of tissues. (Three hours of lecture per week.) Prerequisites: BIO 327, CHE 215 or CHE 220. A Chemistry course at the 300-level or above is also highly recommended. Spring, alternate years.

### **BIO 455 Senior Seminar (2 credits)**

This course is open to and is required of all senior Biology Majors. Topics for class discussion will include the philosophy, history, and profession of modern science. Students will develop a working resume, letters of recommendation, and/or graduate/professional entrance materials. Each student will be required to complete a final project involving review and analysis of primary literature, development of a research based proposal, and a written paper and oral presentation of their proposal. (Open to students with senior standing.) Fall

## **BIO 460 Molecular Biology (4 credits)**

From medicine to criminology, to engineering of plants and animals, humans are increasingly able to manipulate DNA and its expressed protein products. This course will cover the methods behind gene cloning, restriction digest and analysis, PCR, DNA synthesis, regulation of gene expression, methods of gene delivery, and introduce students to genomics and proteomics. (Three hours of laboratory and three hours of lecture.) Prerequisite: Chem 365 Biomolecules.

## **Chemistry Courses**

### **CHE 151 The Chemical Basis of Everyday Phenomena (3 credits)**

An introduction to the basic concepts of chemistry intended for students with relatively little previous experience with the field, or who need to improve basic chemical and mathematical skills before undertaking CHE 210-215. Chemistry can be described as “the central science” and as such; the course will focus on the underlying concepts of chemistry, how they were discovered, and how they are applied in everyday circumstances. There will be an emphasis on the quantitative/problem solving applications of topics covered. This course, when taken in conjunction with CHE 151L, will qualify for the Natural Sciences breadth. This class cannot be taken Pass/Fail.

### **CHE 151L Chemistry Connections Laboratory (1 credit)**

This laboratory experience is designed to allow for all the practical application of materials covered in CHE 151. The laboratory allows the students to experience a hands-on exploration of topics so that students connect chemistry and the world around them. This class cannot be taken Pass/Fail. Corequisite: CHE 151.

### **CHE 170 Environmental Science (4 Credits)**

Introduction to the basic scientific concepts behind selected timely environmental issues. Students will be introduced to topics such as global warming, air quality issues such as smog, acid rain, ozone depletion, and ground water contamination. The class lectures will lead students through the underlying critical chemical and physical processes. The laboratory will allow students to experience hands-on exploration of the topics as well as explore computer simulations. This course satisfies the Natural Sciences breadth.

### **CHE 210 Essential Concepts of Chemistry (General Chemistry I) (3 credits)**

An introduction to the basic concepts of chemistry. It includes aspects of the history of chemistry and accounts of the contributions of some of the important chemists of the past. Modern concepts considered are the structure of matter, atomic theory, chemical bonding, molecular shape, chemical reactivity, stoichiometry, thermodynamics and equilibria. Three hours of lecture per week. Prerequisite: Math 075 or equivalent, CHE 151, or satisfactory score on the Chemistry Placement Test. This course, when taken in conjunction with CHE 210L, will qualify for the Natural Sciences breadth.

### **CHE 210L Essential Concepts of Chemistry Laboratory (1 credit)**

A laboratory experience designed to complement the Essential Concepts of Chemistry lecture course. Emphasis is on quantitative as well as qualitative methodology. Experiments are chosen to illustrate concepts from the lecture. Three hours of laboratory per week. Corequisite: CHE 210.

## **CHE 215 Introduction to Structural Inorganic Chemistry (General Chemistry II ) (3 credits)**

An introduction to the chemistry of inorganic compounds. It includes an introduction to coordination compounds, nuclear chemistry, complexation equilibrium, redox chemistry, and the cosmic origins of the elements. Three hours of lecture per week. Prerequisite: CHE 210.

## **CHE 215L Introduction to Structural Inorganic Chemistry Laboratory (1 credit)**

A companion laboratory for the Introduction to Inorganic Chemistry lecture. Experiments are chosen to illustrate concepts from the lecture. Three hours of laboratory per week. Prerequisite: CHE 210, 210L.

## **CHE 220 Introductory Organic Chemistry I (3 credits)**

Introduction to molecular structure, bonding, and reactivity primarily of aliphatic molecules. This course will include the study of kinetics and selected spectroscopic techniques. Three hours of lecture per week. Prerequisite: CHE 210.

## **CHE 220L Introductory Organic Chemistry I Laboratory (2 credits)**

Students will apply a selection of separation and analytical techniques to problems of the resolution of mixtures and to the determination of patterns or reactivity. Students will work primarily in groups. Four hours of laboratory per week. Prerequisites: CHE 210L, and Corequisite CHE 220.

## **CHE 315 Analytical Chemistry (4 credits)**

Mastering laboratory and instrumental techniques to obtain reliable quantitative measurements of chemical systems; the “how” and “why” of designing experimental approaches to break free of laboratory manuals. How analyses and instruments work, and how to get the most out of them. Three hours of lecture and three hours of lab per week. Prerequisites: CHE 215, 215L.

## **CHE 340 Advanced Inorganic Chemistry (4 credits)**

This course offers a more sophisticated treatment of chemical periodicity, bonding (including elementary quantum mechanics), solids, organometallics, group theory and its relationship to molecular spectroscopy, inorganic acid-base reactivities, and redox/electrochemistry is developed. This course is an integrated laboratory/lecture experience allowing for the practical application of lecture material. Three hours of lecture and three hours of lab per week. Prerequisites: CHE 215, 215L.

## **CHE 350 Introductory Organic Chemistry II (3 credits)**

An integral continuation of CHE 220, using reactions and concepts to build the chemistry of aromatic systems and of carbonyl-containing molecules. Three hours of lecture per week. Prerequisite: CHE 220.

## **CHE 350L Introductory Organic Chemistry II Laboratory (2 credits)**

Using previously learned and new selections of techniques, students will explore reactivities along with single and sequence synthesis of molecules containing polyalkene, aromat-



ic and carbonyl-based functional groups. Work in this lab will be primarily individual, but comparing results will be included in some experimental write-ups. Four hours of lab per week. Prerequisites: CHE 220L, Corequisite CHE 350.

### **CHE 355L Intermediate Organic Lab (1 credit)**

This course will normally accompany CHE 361, providing the student with expanded wet chemical and spectroscopic opportunities not possible at the introductory level. Activities will include more detailed investigations of reaction mechanisms and hands-on employment of more sophisticated equipment and spectroscopic and analytical techniques. Four hours of lab per week. Prerequisites: CHE 350 and 350L.

### **CHE 361 Intermediate Organic Chemistry (3 credits)**

A return to selected topics of the introductory organic course. Particular attention will be paid to deepening the understanding of bonding in organic molecules and to a more detailed consideration of the effects of structure on organic reaction mechanisms. Three hours of lecture per week. Prerequisite: CHE 350.

### **CHE 365 Biochemistry I: Biomolecules (3 credits)**

An introduction to the chemistry and biochemistry of amino acids, sugars, lipids and nucleosides with selected inclusion of topics in protein, carbohydrate and membrane chemistry. Three hours of lecture per week. Prerequisite: CHE 350.

### **CHE 365L Biomolecules Laboratory (1 credits)**

This laboratory will focus on the application of chemical and analytical techniques to the determination of selected properties of biomolecules. Three hours of lab per week. Corequisites: CHE 365.

### **CHE 401 Thermodynamics and Kinetics (3 credits)**

Elementary thermodynamics and kinetics are approached through a study of energy and entropy changes for macroscopic phenomena, rate laws, and reaction mechanisms. Three hours of lecture per week. Prerequisites: CHE 215, PHY 201 or PHY 211, Corequisite MAT 222.

### **CHE 401L Physical Chemistry Techniques (1 credit)**

The use of instruments to investigate the physicochemical properties of chemical systems will be studied in the laboratory. Experiments illustrating thermodynamic and kinetic principles will be performed. The relationship of physical chemical theory and practice will be developed. Three hours of lab per week. Prerequisites: CHE 315. Corequisite: CHE 401.

### **CHE 410 Biochemistry II: Enzymes and Primary Metabolism (3 credits)**

An introduction to the chemistry and activity of enzymes and the application of that knowledge to the energy generating primary metabolism of glucose to carbon dioxide and water and the preparation of sugar by photosynthesis. Three hours of lecture per week. Prerequisite: CHE 365.

### **CHE 440 Bonding and Structure (3 credits)**

The quantitative aspects of theories of bonding and structure are introduced, including quantum mechanics. Theoretical and practical aspects of spectroscopy as related to bond-

ing and structure are explored. Three hours of lecture per week. Prerequisites: CHE 312, MAT 222, PHY 212 or 202.

### **CHE 455 Senior Seminar (2 credits)**

**This course is open only to and is required of all senior Chemistry Department Majors.** Topics for class discussion will include the philosophy, history and profession of modern science. Students will develop a working resume, letters of recommendation, and/or graduate/professional entrance materials. Each student will be required to complete a final project involving review and analysis of primary literature, development of a research based proposal, and a written paper and oral presentation of their proposal. (Open to students with senior standing.)

## **Chinese Courses**

### **CHI 151 Chinese Language I (3 credits)**

This is an entry-level course in Chinese. Speaking and listening skills are emphasized. Students will be able to communicate about daily life and topics of interest. “Pinyin”–Mandarin Romanization–is taught throughout the course. The course assumes active participation by the student.

### **CHI 152 Chinese Language II (3 credits)**

This course is a continuation of 151 Chinese Language I. Emphasis is placed upon consolidating the student’s knowledge of grammar, sentence patterns, and vocabulary. The student will advance from textbook Chinese to more practical daily usage. Prerequisite: Chinese 151 or permission of instructor.

## **Communication & Theatre Arts Courses**

### **COM 113 Public Speaking (2 credits)**

This course combines communication theory and public speaking, with a focus on how to structure and deliver public presentations.

### **COM 181/182 Production Experience (1-3 credits)**

Practical application and extension of theory and technique covered in communication courses in performance and production. Experiences may range from acting to stage management to crew or technical work to video/television production. Details of project to be undertaken will be determined in consultation with course instructor. A student may accumulate a maximum of six credits within the entire Production Experience sequence. This is a pass/fail course.

### **COM 183 Publication Production (1 credit)**

A practical experience in the publication production of the newspaper or yearbook, including basic layout design and copy writing. Students will learn the necessary skills for copy writing and designing a publication, while producing *The Lance* or *The Lamp and Shield* for the St. Andrews community. During this experience, students will gain an understanding of journalism and graphic design. This one credit course may count toward the Creative Arts breadth requirement.

### **COM 245/345 Acting I, II (3 credits each)**

Survey courses encompassing study of acting theory and technique for screen and theatre. Fulfills the Creative Arts breadth requirement.

### **COM 252 Newsmedia, Journalism (3 credits)**

This course provides both practical and theoretical study of writing and editing for newspapers, magazines, and other news media. Fulfills Humanities breadth requirement.

### **COM 253 Introduction to Video Production (3 credits)**

A survey of video production techniques, including camera operation and writing for video and television. Students participate in production and gain an understanding of both technological and artistic aspects of the medium. This course satisfies the Creative Arts breadth requirement.

### **COM 255 Broadcast Mediums (3 credits)**

Study of the historical, technical, and aesthetic aspects of film and television production.

### **COM 259/359 Cinema Classics (3 credits each)**

The first century of American cinema was marked by a number of pivotal films which heralded technological, philosophical, and artistic shifts in both our culture and the film industry. This course, through screenings, lectures, and discussions, will examine 15 of these films in detail, along with the history and context surrounding them. Students will emerge with a richer appreciation and literacy of film.

### **COM 320/420 Writing for the Screen (3 credits each)**

A study of dramatic screenwriting for film. Topics will include script format, story, structure, character, pacing, dialogue, and conflict. Students will complete a polished first act of an original feature-length film.

### **COM 339 Public Relations (3 credits)**

A practical exploration of the practice of public relations, stressing writing for public relations. Course will focus on the relationship between public relations theory and practice including development of an information campaign. Prerequisite: COM 250 or permission of instructor.

### **COM 347 Publication Management (3 credits)**

An experience in managing all phases of the production of the newspaper or the yearbook. Students will be responsible for the specifications of the publication, overall design, managing the staff, copy writing and editing, setting deadlines and handling the logistics necessary for the publication. Students will gain an understanding of being a managing editor and directing a staff. Open only to the editors-in-chief of The Lance and The Lamp and Shield.

### **COM 350 Documentary Production (3 credits)**

Students will study documentary history and theory. Class will write scripts and produce short documentary films. Opportunity will be available for films to enter Duke University's DocuFest. Prerequisite: COM 253, Introduction to Video Production, or permission of instructor.

### **COM 352 Media Law and Ethics (3 credits)**

Study of current legal issues in mass media. Includes television, film and radio law, license application, and federal programs. Also explores basic ethical principles and applies them to media case studies.

### **COM 353 Directing (3 credits)**

Practical experience in directing for theatre, television, and film.

### **COM 354/454 Practicum (3 credits each)**

Course devoted to practical experience in completing a media related project. Study may include videography, advertising, filmmaking, scriptwriting, television production, radio production, or journalism. Student will focus on one form and complete a portfolio-ready piece.

### **COM 381/382 Advanced Production Experience (1-3 credits)**

Practical applications and extension of theory and technique covered in communication courses in performance and production. Experiences may range from acting to stage management to crew or technical work to video/television production. Details of project to be undertaken will be determined in consultation with course instructor. A student may accumulate a maximum of six credits within the entire Production Experience sequence. This is a pass/fail course.

### **COM 453 Senior Portfolio (1 credit)**

Students prepare to enter the work force or graduate school by completing résumés, portfolios, and training in “pitching” their work.

### **COM 455 Film and Theatre Seminar (3 credits)**

Comparative study of the two media as separate art forms. Special attention given to the modes of communication and the issues of translation. Students will study and discuss film and theatre from historical, theoretical, and artistic perspectives, as well as engaging in individual research.

## **Computer and Information Science Courses**

### **CIS 111 Introduction to Computer Usage (3 credits)**

An introduction to DOS, MS Windows, and MS Office Pro for the general student. This course concentrates on the basic skills and knowledge needed to use a computer in everyday life. The emphasis is on word-processing and the use of spreadsheets with an introduction to database and presentation software.

### **CIS 127 Introduction to Programming & Abstraction (3 credits)**

Using the C++ programming language, the student will learn to develop objects and methods to implement algorithms and abstractions. The emphasis will be on how to create an abstraction and how to test the validity of the abstraction. A strong emphasis will be placed on learning basic problem solving skills and how to apply these skills to problems that can be solved using a computer.

### **CIS 224 Introduction to Web Design (3 credits)**

Students will learn how to navigate in cyberspace and how to create an effective web page. Students will apply the techniques of outlining to producing effective and manageable web pages. They will learn how to manage a web site, and will create their own web page.

### **CIS 225 Databases (3 credits)**

The database will be an important information commodity in the business and academic world in the 21st century. This course will be a study of the implementation of computer-based information systems in a database environment. The emphasis is on design, documentation, and implementation of databases. This will be a hands-on course in which the students will be responsible for designing and implementing a database.

### **CIS 226 Object-Oriented Programming and Design (4 credits)**

This course will extend principles from CIS 127 to include object oriented design and programming with abstraction development in the Java programming language. Prerequisite: CIS 127 or permission of the instructor.

### **CIS 332 Data Structures & Algorithm Analysis (3 credits)**

A study of data organization using stacks, arrays, queues, linked lists, tables, and trees. Use of recursion and hash coding in algorithms and data structures. Analysis of algorithms and basic sorting techniques will also be studied. Prerequisite: CIS 226 and MAT 216 or permission of the instructor.

### **CIS 333 Introduction to Computer and Information Organization (3 credits)**

Discussion of the hardware, systems software, and architecture of typical computer systems. Topics such as chip and register level processes, operation system functions, parallel processing, time sharing, input and output processing, etc. Prerequisite: CIS 226 or permission of the instructor.

### **CIS 335 Computer Information Systems (3 credits)**

Focuses on 1.) specification of information requirements associated with organizational decision-making, 2.) identification of data sources, 3.) matching of information requirements with data sources into information flows, and 4.) evaluation, modification and integration of information flows into information systems. Prerequisite: CIS 111 and CIS 225 or permission of the instructor.

### **CIS 337 Networking Essentials I (3 credits)**

This course is designed to prepare students to understand, plan and support a computer network in an organization. This will cover the basics of networking and the OSI model. It will cover network media and topology, connectivity, administration and troubleshooting, and resources necessary to run a multi-user computing facility. Prerequisite: CIS 127 or permission of the instructor.

### **CIS 338 Networking Essentials II (3 credits)**

This course will focus on the integration of workstations into client/server architectures and the integration of a server into the collection of servers in an enterprise. This will be a



hands-on course in which the students will initialize and maintain workstations and servers.  
Prerequisite: CIS 337 or permission of the instructor.

## **Creative Writing Courses**

### **CW 221 Introduction to Creative Writing (3 credits)**

Students will study models of traditional and experimental poetry, fiction, and drama as they develop their own voices and styles through various writing exercises. Students will also learn the core vocabulary within each genre. (Fulfills the Creative Arts Perspective requirement.)

### **CW 248/348 Voices and Visions (2 credits)**

This course will provide an examination of the roots of poetry writing through a study of the influence of myth, mysticism, and history. Works and texts consulted will include Graves' *The White Goddess*, Fraser's *The Golden Bough*, Lorca on *The Duende*, and Joseph Campbell's film series "The Power of Myth." Students will write various poems out of these traditions and devise a final portfolio of verses of their own design. CW 248/348 partially fulfills the Creative Arts Perspective requirement.

### **Creative Writing Symposia (2 credits each)**

Students will study and explore various subgenres and forms within poetry, fiction, and creative nonfiction in a workshop setting. The Creative Writing Symposia are designed for students to study specialized areas in depth within a particular genre and produce work of their own in each selected topic. All symposia are demi-semester courses. Prerequisite: CW 221 or consent of instructor. (A maximum of 10 credits can be earned in CW Symposia. Two credits of CW Symposia count toward the three credits required in the Creative Arts Perspective requirement.)

#### **CW 250 Poetry Symposium**

Possible selected topics: Japanese Poetic Forms, Villanelles and Pantoums, Ghazels in Arabic Poetry, and Vers Libre.

#### **CW 255 Fiction Symposium**

Possible selected topics: Fantasy, Science Fiction, Detective Fiction, Children's Literature, and Horror.

#### **CW 260 Creative Nonfiction Symposium**

Possible selected topics: Travel, Memoir, Art of the Interview, and Nature Writing.

### **CW 336 Creative Writing Workshop (variable credits, 1-3)**

This course is designed for advanced development in an individual writer's work. Frequent guest teachers and lecturers. CW 221 and consent of instructor. (A maximum of 8 credits may be earned.)

### **CW 350 Creative Writing Practicum (variable credits, 1-3)**

Students have the opportunity to experience hands-on aspects of the writing world through a variety of possible practica options:

#### **I. Fortner Writers' Forum Director (1 credit)**

The student director of the Fortner Writers' Forum is responsible for hosting each Thursday night's forum: dinner with invited writer, set-up, introductions, and breakdown. Prerequisite: consent of Forum advisor. (A maximum of 2 credits may be earned.)

## **II. Cairn Editor (3 credits)**

The editor of Cairn is responsible for overseeing all aspects of the College's literary journal: call for submissions, reading all submissions for rejection or acceptance, layout, editing, proofreading, cover design, and promotion. Prerequisite: CW major and consent of Cairn advisor.

## **III. Teaching Assistant (variable credits, 1-3)**

A teaching assistant will aid a professor to teach a particular class by providing—possibly—tutorials, paper correction, lectures, and lesson preparation. Prerequisite: CW major and consent of instructor.

## **IV. College Press Practicum (variable credits, 1-3)**

An intern will work closely with the St. Andrews College Press Director to learn all aspects of a small press operation, such as submissions, editing, proofreading, telephone orders, cover design, and other activities. Prerequisite: consent of Press Director.

## **CW 425 Writing Creative Nonfiction (3 credits)**

Advanced study and practice in writing creative nonfiction. Students will explore all aspects of what constitutes an engaging and lively piece of creative nonfiction. Prerequisite: CW 221 or consent of instructor.

## **CW 413 Writing Poetry (3 credits)**

Advanced study and practice in writing poetry. Students will explore and discover different aspects of their poetic voices through numerous workshop exercises. Prerequisite: CW 221 or consent of instructor.

## **CW 414 Writing Short Fiction (3 credits)**

Advanced study and practice in writing fiction. Students will work primarily on short fiction, producing work that explores and embraces different fictional techniques. Prerequisite: CW 221 or consent of instructor.

## **CW 430 Writing the Novel (3 credits)**

Advanced study and practice in writing a novel. Students will develop a tentative plot outline for an extended work and will begin writing selected chapters. Students will not write an entire novel over the course of the semester, but students are expected to write approximately one quarter of the novel. Prerequisite: CW 221 or consent of instructor.

## **CW 479 Thesis and Presentation (4 credits)**

All CW majors must submit a thesis of imaginative writing and a theory of writing. Students must also participate in an oral defense their theses before a committee of three faculty members. Prerequisite: CW Majors only.

## **CW 480 Publication (1 credit)**

Students will learn the professional protocols for manuscript preparation and submission as well as exploring various literary journals for the publication of their work. Prerequisite: CW Majors only or consent of instructor. (This course is Pass/Fail.)

## **Education Courses**

### **EDU 235 Curriculum and Instruction ( 3 credits)**

This course is designed to teach students to develop instructional goals, plan learner-centered instructional activities, select appropriate instructional materials, and develop, evaluate and revise instructional plans. Students will also learn to design curriculum. Required for all teacher education majors. Pre-requisite Edu 246. Field experienced required.

### **EDU 236 Technology for Educators (3 credits)**

This course focuses on the North Carolina advanced technology competencies for educators. Emphasis is placed on using technology-based tools to facilitate teaching strategies specific to meet curriculum goals and manage instruction. Required for all teacher education majors. Prerequisite: CIS 111 Introduction to Computers. Fall Semester

### **EDU 246 Education, Culture, & Society (3 credits)**

An introduction to the teaching profession, history of education, school structure and organization, the role of federal, state and local agencies, philosophies of education and their application, as well as current issues and trends. Topics addressed include professional and multicultural issues, school governance, finance, reform movements, and school law. Students will be assigned to a school setting classroom for field observations. Fulfills the Social and Behavioral Sciences breadth requirement. Required for all teacher education majors. Prerequisite: 2nd semester freshman standing or above. (Social and Behavioral Sciences Breadth Course) Fall Semester. Field experience required.

### **EDU 319 Literature for Children & Youth (3 credits)**

This course is an examination of literature appropriate for ages preschool through adolescence. Student learns to critique and select literature for classroom enrichment and for unit and interdisciplinary studies. Required for all elementary majors. Spring Semester

### **EDU 322 Reading & Writing in the Content Areas, 7-12 (3 credits) \*\*\***

This course is designed to prepare students for teaching reading and writing skills to middle and high school students in physical education and health. The course will present an overview of the major approaches used to teach communications skills, which include reading, writing, speaking, listening and viewing. Cooperative learning, textbook analysis, and various assessment procedures will also be reviewed. Students will be required to teach demonstration lessons, participate in a field experience, develop a portfolio, and participate actively in the classroom's learning community. Required for Physical Education, K-12 majors. Prerequisite: Formal admission to teacher education program. Field experience required.

### **EDU 324 Educational Psychology (3 credits) \*\*\***

This course is designed to provide a theoretical background for understanding learning motivation and classroom management. Major theories of learning are examined and connected with instructional planning and student study. Research on motivation is presented to assist pre-service teachers in creating environments that are supportive of self-direction and promote life-long learning. Classroom management models connected with behaviorist, social learning theory and cognitive learning theory will be critiqued toward the end of helping novice teachers to develop approaches to classroom management which are consis-

tent with student-centered learning. Prerequisite: Psy 101 and formal admission to the teacher education program. Spring Semester.

### **EDU 336 Reading and Language Arts I (3 credits) \*\*\***

This course is designed as an introduction to reading theory and instructional methods. Examines a variety of approaches to the teaching of reading. Simulation activities allow students to explore and critique current instructional practices and techniques. Prerequisite: Formal Admission to teacher education required. Field experience required. Fall Semester

### **EDU 338 Reading and Language Arts II (3 credits) \*\*\***

This course is designed to ensure students will develop an understanding of the methods of teaching language arts with an emphasis on best practices and the development of a community of learners where a love for literature and writing is cultivated. Prerequisite: Formal Admission to teacher education required. Field experience required. Spring Semester

### **EDU 339 Teaching Social Studies in the Elementary School (3 credits) \*\*\***

Explores the teaching of social studies within the context of an increasingly complex and global society. The course includes an overview of national and state social studies curriculum guidelines and a survey of the activities, materials and methods to effectively teach history, geography civics, politics, economics, sociology and anthropology in grades K-6. Course requirements include the development of an interdisciplinary unit. Required for all elementary education majors. Prerequisite: Formal admission to teacher education program. Fall Semester. Field experience required.

### **EDU 341 Teaching Science in the Elementary School (3 credits) \*\*\***

The course presents a survey of the activities, materials, and methods to effectively teach life, earth, and physical science in grades K-6. Emphasis is placed on designing, selecting, implementing and evaluating science learning experiences. Required for elementary education majors. Prerequisite: Formal admission to teacher education program. Spring Semester. Field experience required.

### **EDU 342 Teaching Mathematics in the Elementary School (3 credits) \*\*\***

The course presents a survey of activities, materials, and methods to effectively teach mathematics in grades K-6. Emphasis is placed on methods for helping students learn mathematical concepts, skills and problem-solving techniques. Prerequisite: Formal admission to teacher education program. Fall Semester. Field experience required.

### **EDU 350 Learning Diversities of Children (3 credits) \*\*\***

This course addresses the dimensions of diversity in a P-12 classroom. The course focuses on skills and strategies as they relate to diverse learners and diverse environments. Prerequisite: Formal admission to teacher education program. Spring semester. Field experience required.

### **EDU 355 The Exceptional Child (3 credits) \*\*\***

This course introduces the student to the exceptional child. Mental Retardation, Behavior Disorders, Learning Disabilities, Communication Disorders, Autism, Hearing Impairments, Visual Impairments, Physical and Health Disorders and the Gifted and

Talented are discussed. Effective classroom and behavioral management techniques are explored, along with the educator's legal and ethical responsibility to exceptional children, working under state and federal guidelines. Ways to adapt the regular classroom environment, expectation, and requirements to appropriately meet the needs of mainstreamed students are also discussed. Prerequisites: Psy 101 and formal admission to teacher education program. Spring Semester. Field experience required.

### **EDU 357 Music in the Elementary School (2 credits)**

The course is designed to introduce students to the teaching of music in grades K-6. It will present a study of the fundamentals of music as well as a survey of musical styles. The students will examine strategies for integrating music across the curriculum. The students are required to teach a series of demonstration lessons. Required for elementary education majors. Fall Demi-semester II.

### **EDU 362 Art in the Elementary School (2 credits)**

A study of the art produced during successive developmental stages of childhood and early adolescence as a revelation of the total child. The course provides theoretical and practical experience in preparation for teaching art in an elementary classroom. Required for Elementary Education majors. Fall Demi-semester I .

### **EDU 423 Student Teaching (10 credits) \*\*\***

Students are placed in a public school setting under the direction and supervision of a College supervisor and a public school cooperating teacher. The basic student teaching experience provides an opportunity for the student to demonstrate in practice that they are Learner-Centered Professional Teachers. Prerequisite: Recommendation of the Teacher Education Committee, 2.5 G.P.A., and successful completion of professional courses. Required for all education majors. Fall & Spring Semester.

### **EDU 425 Student Teaching Senior Seminar (2 credits) \*\*\***

Seminars for student teachers to reflect on their experiences in the classroom that impact student learning and development. Topics addressed in the seminar include classroom management, evaluation of instruction, technology, planning and instruction. This course is designed to help the student with issues relating to transition into the world of work and graduate school. Taken concurrently with Edu 423. Required for all education majors. Fall and Spring Semester.

**\*\*\* Must be formally admitted to the Teacher Education Program.**

## **English Courses**

### **ENG 209 Survey of American Literature (3 credits)**

An overview of American literature from Colonial times through the present. (Required for the English major). ENG 209 fulfills the Humanities Perspective requirement.

### **ENG 211 Masterpieces of English Literature (3 credits)**

A survey of major works of English literature. Readings will generally be drawn from Beowulf, Chaucer, Spenser, Milton, Donne, Dryden, Pope, Johnson, Wordsworth, Shelley, Keats, and Browning. Special attention will be given to the themes of perennial interest such as love and death, man and woman, freedom and servitude. (Required for the English major). ENG 211 fulfills the Humanities Perspective requirement.



### **ENG 230 Legends of King Arthur (2 credits)**

This course will feature an investigation of the medieval legends surrounding King Arthur and his court. Class discussion and readings will focus on Malory's *Morte D'Arthur*, the Lancelot-Guinevere romances, and the legends of the Holy Grail. Students will be encouraged to explore modern versions of the Arthurian legends to complement the medieval focus of the course materials.

### **ENG 221/321 Shakespeare's Comedies (3 credits)**

This course will focus on five comedies by William Shakespeare. Students will read and discuss plays chosen from among the following: *Taming of the Shrew*, *A Midsummer Night's Dream*, *As You Like It*, *The Merchant of Venice*, *Twelfth Night*, *Much Ado About Nothing*, and *The Tempest*. The class will view at least one film version of each play studied and read examples of modern literary analysis. All students will write response papers. Students taking the course at the 300 level will have a significant research paper. ENG 221/321 fulfills the Humanities Perspective requirement.

### **ENG 241/341 Survey of African American Literature (3 credits)**

This course will offer a survey beginning with the earliest African American writers and continuing through contemporary works and scholarship. Selected African American fiction, drama, poetry, and essays will be studied in cultural and historical contexts. Writers studied may include Wheatley, Douglass, Harper, Chesnutt, Larsen, Hughes, Hansberry, Ellison, Morrison, and Gaines among others. Students taking the course at the 300 level will be responsible for longer papers as well as researched presentations. ENG 241/341 fulfills the Humanities Perspective requirement. ENG 241/341 fulfills a requirement for the major/minor in Southern Studies.

### **ENG 243/343 Images of the Civil War (3 credits)**

This course will focus on the 20th and 21st century images of the American Civil War, primarily through the use of novels and films. Special attention will be paid to the cultural influence and power of Margaret Mitchell's *Gone With The Wind*, as well as a number of other fictional works influenced both by the war and by Mitchell's presentation of it. Students taking the course at the 300 level will be responsible for longer paper assignments as well as a research-based class presentation. ENG 243/343 fulfills a requirement for the major/minor in Southern Studies.

### **ENG 252 Modern Poetry (3 credits)**

Readings from a wide selection of modern poets. Special attention will be given to Hopkins, Yeats, Frost, Pound, Williams, Eliot, Laughlin and Kizer. ENG 252 fulfills the Humanities Perspective requirement.

### **ENG 267/367 Contemporary Poetry (2 credits)**

This course will provide an overview of poets writing since World War II, using Auden as a primary transitional poet. The primary text will be *The Norton Anthology of Contemporary Poetry*. Poets to be studied will include William Stafford, Carolyn Kizer, James Merrill, Elizabeth Bishop, Murial Rukeyser, Gwendolyn Brooks, Philip Larkin, Seamus Heaney, Sylvia Plath, and Lucille Clifton. Each student will do a concentrated report and a critical commentary comparing two or more poets.

### **ENG 278 Intro. to Critical Analysis and Literary Theory (3 credits)**

Literary theory roughly refers to the debate over the nature and function of reading and writing; it is a shared commitment to understanding how language and other systems of signs provide frameworks which determine how we read, and more generally, how we make sense of experience, construct our own identity, and produce meaning in the world. This course will require reading a substantial amount of conceptually complicated texts, writing in a variety of discourse modes, and developing one or several theoretical approaches to literature. (Required for the English major)

### **ENG 280/380 Topics in American Popular Culture (3 credits each)**

An intensive study of a variety of “texts” (both written and otherwise) in American pop culture. Topics might include the world of Disney, the romance novel, the Western, the detective story and film, and others. Students earning credit at the 380-level will write longer essays, develop a more extensive final project, and direct several class discussions. Eng 280 fulfills the Humanities Perspective requirement.

### **ENG 281/381 Children’s Literature (3 credits each)**

An introduction to the vibrant range of literature and film for children and adolescents: fairy tales, novels, poetry, picture books, illustrated texts, and animated movies. The course will focus primarily on British and American texts from the last 150 years. Students earning credit at the 381-level will write longer essays, produce a more extensive outside reading project, and take the lead in group presentations. ENG 281/381 fulfills the Humanities Perspective requirement.

### **ENG 282 Introduction to Pound Studies (2 credits)**

A study of the person, philosophy, poetry and criticism of Ezra Pound, “The Father of Modern Poetry,” the course will utilize Hugh Kenner’s *The Pound Era* and Pound’s *Selected Poems* as primary texts. One research paper will be required, along with outside readings. Offered Demi-semester 2 of spring semester; required of those anticipating study at Brunnenburg.

### **ENG 308 Victorian Literature (3 credits)**

A study of the poetry of Tennyson, Browning and the pre-Raphaelites and of selected prose writings of Thomas Carlyle, Matthew Arnold, Thomas Huxley, and Charles Dickens, George Eliot, and Thomas Hardy. Special attention will be given to the continuing human problems which these authors addressed in the Victorian world. Prerequisite: ENG 211 or junior standing.

### **ENG 311 The American Renaissance (3 credits)**

A study of the literature of the American Renaissance with particular emphasis on Emerson, Thoreau, Whitman, Hawthorne, Melville, and Mark Twain. Prerequisite: ENG 209 or junior standing.

### **ENG 317 Literature of the Romantic Period (3 credits)**

A study of the chief poets and critics of English Romanticism. Prerequisite: ENG 211 or junior standing.

### **ENG 322 Shakespeare's Tragedies (3 credits)**

This course will focus on five of William Shakespeare's major tragedies. Students will read and discuss the following plays: *Romeo and Juliet*, *Macbeth*, *Othello*, *Hamlet*, and *King Lear*. The class will view at least one film version of each play studied and read examples of modern literary analysis. There will be a culminating research project. Prerequisite: ENG 211, ENG 221, or junior standing. ENG 322 fulfills the Humanities Perspective requirement.

### **ENG 325 Medieval Literature (3 credits)**

This course will offer students the opportunity to explore the literature of the High Middle Ages. Readings will include selections from Chaucer's *Canterbury Tales*, medieval drama, Arthurian romances, lyric poetry of love and faith, and the works of medieval women mystics. Prerequisite: LIT 210 or 211 or junior standing.

### **ENG 334 American Fiction of the 20th Century (3 credits)**

A study of representative American fiction of the 20th century from a variety of traditions and ethnic perspectives. Prerequisite: junior standing or permission of the instructor.

### **ENG 340 T.S. Eliot (3 credits)**

A detailed study of the plays and poems of this 20th century mover and shaker. Eliot's social and literary commentary will also be examined. Prerequisites: ENG 209 or ENG 252, or consent of instructor.

### **ENG 359 Renaissance Literature (3 credits)**

Students will explore the works of the major English poets and dramatists of the late 16th and early 17th centuries, excluding Shakespeare. Themes such as the triumph and tragedy of marriage, the quest for love and faith, the delights of the simple life, and the role of the poet as a courtier, lover, visionary, and satirist will help focus discussions of works by Spenser, Sidney, Webster, Jonson, Donne, Herbert, and Marvell. Prerequisite: English 211 or junior standing.

### **ENG 362 Saints and Heroes of the Middle Ages (3 credits)**

An introduction to some of the major epic cycles and legends of the Middle Ages and their iconography as reflected in works of art in Tyrolean castles, churches, and museums. Readings will include *The Niebelungenlied*, *Tristan*, *Yvain*, *The Song of Roland*, and *Sir Gawain and the Green Knight*. This course is only offered overseas as part of the Brunnenburg program.

### **ENG 371 The Cantos: American Epic (3 credits)**

A study of Ezra Pound's "Cantos" in relation to the poetry, politics, and philosophy of the 20th century. Attention will be given to other major poets of the time. This course is only offered overseas as part of the Brunnenburg program.

### **ENG 372 Myth and Agro-Archaeology (3 credits)**

An academic and field study of mythology and agriculture as the roots of culture, government and the fine arts. This course is only offered overseas as part of the Brunnenburg program.

### **ENG 276/376 Anglo-Irish Literature (3 credits each)**

An intensive study of the Anglo-Irish importance to the canon of literature in English, emphasizing the contributions of Shaw, Wilde, Yeats, Joyce, and Beckett. Prerequisites: ENG 211, ENG 252 or junior standing.

### **ENG 377 Whitman/Dickinson (3 credits)**

Perhaps no two writers have so dominated and changed the course of the 19th century of American letters as Walt Whitman and Emily Dickinson. Often juxtaposed, Whitman and Dickinson seem to provide perfect foils for the work of each other. This course will take up these two poets as sites of contending practices of prosody and vision. Our investigation will focus primarily upon their poetry, but we also make brief forays into their unique biographical histories, approaches to prosody, and ranges of critical interpretation. There will be a variety of discourse opportunities, including journal work, creative expression, and expository writing. Prerequisite: ENG 209 or junior standing.

### **ENG 378 Southern Literature (3 credits)**

A study of the writers and literary traditions of the American South from the colonial period to the present, but with special emphasis on the twentieth century. Authors might include Byrd, Jefferson, Poe, Kennedy, Chestnut, Jacobs, Chopin, Glasgow, Chesnut, Faulkner, Caldwell, Warren, Wolfe, Percy, Hurston, O'Connor, Welty, Styron, Walker, Betts, Smith, and others. Prerequisite: ENG 209, Junior standing or permission of instructor.

### **ENG 379 Women Writers (3 credits)**

A study of women's writings within a variety of cultures, historical periods, and literary traditions.

### **ENG 384 North Carolina Literature (3 credits)**

This course will provide students the opportunity to study the novels, short stories, and poems produced by North Carolina writers during the literary renaissance of recent decades. Writers may include Gibbons, Chappell, Edgerton, Frazier, Smith, and McCorkle among others. Prerequisite: ENG 209. ENG 384 fulfills a requirement for the major/minor in Southern Studies.

### **ENG 385 Major Southern Authors (3 credits)**

This course will provide students with an opportunity for detailed study of the works of one or two specific influential authors of the American South in the 20th and/or 21st century. The course will examine thematic and stylistic aspects of the fiction, drama, and poetry of the major author(s) in question, and will include a critical exploration of the current scholarship available. Possible authors to be the focus of this detailed study might include Faulkner, O'Connor, Welty, and Wolfe among others. Prerequisite: ENG 209. ENG 385 fulfills a requirement for the major/minor in Southern Studies.

### **ENG 401 Milton (3 credits)**

Intensive reading of Milton's poetry with major emphasis on *Paradise Lost*, *Paradise Regained* and *Samson Agonistes*. Collateral readings from the prose. Prerequisite: ENG 211 or junior standing.

## **ENG 453 Senior Portfolio & Review (1 credit)**

This course will provide an opportunity for senior English majors to collect and reflect upon samples of their skills in written literary analysis, to receive faculty evaluation of their work, and to prepare their postgraduate reading list. Required of senior English majors.

## **ENG 497 Academic Honors (3 credits)**

Open by invitation of the faculty only. Exceptional work done by the student, working independently under faculty supervision, in traditional, comprehensive, systematic research over an extended period of time resulting in a senior thesis or project of high merit.

## **Equine Studies Courses**

### **EQ 150 Horsemanship Basics (1 credit)**

This class is designed for students who wish to ride in the St. Andrews Equestrian Program but have no experience with horses. Students will learn how to halter and lead a horse, safety procedures, grooming, mounting and dismounting, two-point position, and the basic aids that are used to communicate with a horse while mounted. The class will meet 10 times during the semester. A fee is required for this course.

### **EQ 244 Stable Management 1 (2 credits)**

This class is an introduction to the multiple aspects of stable management as practiced by the individual owner as well as a multiple horse facility. This course will provide you with much of the background information a stable manager needs and will afford you the opportunity to be introduced to the necessary skills and begin to become proficient at performing them.

### **EQ 244L Stable Management Lab (2 credits)**

Through hands-on work experience you will be introduced to the challenges, routines, skills, tediousness, physical labor, and keenness and sensitivity of eye that are parts of becoming a good stable manager.

### **EQ 245 Stable Management 2 (2 credits)**

This class will build the topics covered in Stable Management 1. Topics covered in this class will be more in depth and require the student to seek and research the latest developments in equine care and management. Prerequisite: EQ 244 or placement test.

### **EQ 241 Horse Science I (3 credits)**

The student will acquire a thorough working knowledge of the horse's functional anatomy, common ailments and parasites, with a special emphasis placed on the skeletal, muscular, and digestive systems. The student will be able to relate the study of the equine anatomy and physiology to horse husbandry in both theory and practice. The student will develop the ability to express his/her understanding of the knowledge base in both written and oral formats. Prerequisite: EQ 244, EQ 244L.

### **EQ 248 Basic Riding Instructor Skills (2 credits)**

This course will cover the fundamentals of preparing, organizing and teaching riding lessons. Safety, lesson plans, ring skills, class control and the qualities needed to be an effective instructor will be covered. The goal of this demi-semester course is to lay a foundation



for teaching able-bodied beginner riders individually and in groups. The emphasis will be on safety and a progressive development of teaching skills. Through task analysis and problem solving the student will develop lesson plans, learn to evaluate and adjust to different situations in an effective and professional manner, and learn different techniques of expressing themselves to the riders. Prerequisite: PE 262.

### **EQ 248L Basic Riding Instruction Skills Lab (1 credit)**

This course provides an introductory level opportunity for the application of skills and techniques developed in the Basic Teaching Skills for Riding course. The student will assist an instructor to develop their practical skills and stimulate their awareness and response to issues involving safety. Prerequisite: EQ 248.

### **EQ 249 History and Theory of Modern Riding (3 credits)**

This course will provide the student with an historical overview of equestrian sports with particular emphasis on the development of forward riding form Caprilli to George Morris. The phases of forward riding: position, control and schooling will be studied along with the theory of the three levels of control as defined by Littauer. Each student will research a current trend in the equestrian world. Pre-requisite: PE 262 and sophomore standing.

### **EQ 267 Showing Hunters (1 credit)**

The student will develop an in depth understanding of the requirements for properly conditioning, preparing and presenting the show ring hunter. Students will be responsible for the horse they are showing in all areas of its preparation for the show ring. A fee is required for this course. Prerequisites: PE 262, Hackers Rank, sophomore or above standing and permission of the riding instructor or director. This course is only open to student boarders on a show team.

### **EQ 268 Introduction to Schooling Hunters (1 credit)**

This is an upper level course for the accomplished rider who wishes to have the opportunity to use their skills in developing a program of mental and physical education for the horse. The course will serve as an intensive introduction to a system of schooling or re-schooling the sport horse. A fee is required for this course. Prerequisite: Junior or senior standing, Hackers Rank, and permission of instructor or director.

### **EQ 271 Showing Jumpers (1 credit)**

The student will develop an in depth understanding of the requirements for properly conditioning, preparing and presenting the show ring jumper. Students will be responsible for the horse they are showing in all areas of its preparation for the show ring. A fee is required for this course. Prerequisites: PE 262, Hackers Rank sophomore or above standing and permission of the riding instructor. This course is only open to student boarders on a show team.

### **EQ 272 Beginner Dressage (1 credit)**

This course will focus on the fundamentals of dressage. The student will learn how the rider's position influences the horse and develop the correct design of position to ride in a non-abusive but effective manner. The "pyramid of training" is the foundation of dressage and will be used as a systematic approach to developing dressage horses and riders. Prerequisite: PE 261 & EQ 244L, or permission of instructor. A fee is required for this course.

### **EQ 278 Competitive Dressage (1 credit)**

This course will focus on the dressage competition. The student will learn how the rider's position influences the horse and develop the correct design of position to ride in a non-abusive but effective manner. Emphasis will be placed on the "pyramid of training". Prerequisite: PE 261, EQ 272 & EQ 244L, or permission of instructor. A fee is required for this course.

### **EQ 279 Natural Horsemanship (1 credit)**

This course studies the philosophy and theory behind Natural Horsemanship. The student will study the methods and techniques used primarily in Parelli Natural Horsemanship. Prerequisite: PE 261 & EQ 244L, or permission of instructor. A fee is required for this course. Students are expected to purchase their own equipment for this course.

### **EQ 340 Equine Business Management (3 credits)**

This course is designed to give the student insights into the various career paths within the horse industry and their experience and educational requirements. Principles of management, record keeping systems, liability and contracts, and developing a business plan will be considered in class discussions. Each individual will write a prospectus for a business they hope to enter in the future and develop a detailed individual business plan. Prerequisites: EQ 244 or 245 and BE 209.

### **EQ 341 Preparation for ANRC-Rated Rider Testing (3 credits)**

This course will provide the students with an in-depth study of riding theory and how it relates to successful performance. It will provide them the opportunity to develop their riding skills and to experience the practical applications of the acquired knowledge and skills from the perspective of the teacher, the trainer, the serious competitor, and the recreational rider. Students will be evaluated by outside examiners on the ANRC Rated Rider Exam of the appropriate skill level. A fee is required for this course. Prerequisites: PE 264, EQ 248.

### **EQ 342 Form to Function: Principles of Judging and Selecting Hunters (3 credits)**

The purpose of this class is to enable the student to develop a strong theoretical grasp of the principles of horse construction and action. This knowledge will enable the student to evaluate the horse in terms of how his structure predisposes him to success in various athletic pursuits. The student will study the particular rules, practices, and current criteria in judging the hunter on the line and in performance. The theoretical knowledge will be put to practical tests at horse shows. Students will assess the responsibilities of judging and the qualities one must have to be a competent judge. Prerequisites: EQ 241 or junior standing.

### **EQ 422 Horse Science 2 (3 credits)**

The student will study the diseases and treatments of the horse's biological systems with particular emphasis on the skeletal, muscular and digestive systems. Includes the study of medical and alternative treatments currently in use in the horse industry as well as the medication regulations of the national and international equine sport governing organizations. Prerequisite: EQ 241.

### **EQ 440 Contemporary Riding and Teaching Theory (2 credits)**

Students will be acquainted with riding theory, history and current trends. They will develop an understanding of how one “learns” to ride and develop an understanding of the psychology and physiology of the horse and rider. They will identify the qualities of a good instructor and learn how to teach a lesson that is SAFE, builds confidence, provides an opportunity for improvement, and is fun. Prerequisites: PE 264, EQ 248, EQ 248L.

### **EQ 440 Contemporary Riding and Teaching Lab (1 credit)**

This course allows the student to apply the theory of riding and teaching in the riding ring. Students will learn to develop a variety of learning strategies to help riders who learn in different ways. Developing their observation and self-reflection skills will form a major component of the course. Prerequisite: EQ 440.

### **EQ 415 Current Therapies in Equine Internal Medicine (3 credits)**

This course will acquaint the student with a detailed overview of current equine internal medicine disorders, with practical aspects of diagnosis & therapeutic management. Understanding basic equine pathophysiologic mechanics is essential in the management of complex disease processes and will be reviewed for a better comprehension of the equine medical disease process. The class will be structured to address specific diseases along system-based lines to include respiratory, gastro-intestinal, urinary, hepatic, cardiac, ophthalmology, and neurological disorders. Prerequisite: EQ 241 or permission of the instructor, Junior or Senior standing

### **EQ 416 Introduction to Equine Clinical Pharmacology (3 credits)**

The principle goal in this course is for the student to acquire a working knowledge of commonly employed pharmaceuticals that are used in the medical treatment of horses. Classifications of drugs, misuse of over-the-counter medications. Mechanism of actions, as well as side effects, will be studied. General principles such as drug absorption, distribution, metabolism, therapeutic index and interactions will also be discussed. Prerequisite: EQ 241 or permission of the instructor, Junior or Senior standing

### **EQ 417 Equine Orthopedic Lameness (3 credits)**

The purpose of this course is to acquaint the equestrian student with an organizational, scientific approach to the diagnosis, treatment and athletic management of equine lameness. This will be accomplished in three separate sections of the course. The course will be equally divided between lectures and labs. During the initial section, orthopedic anatomy and equine biomechanics will be reviewed. In the second section, we'll combine anatomy and biomechanics with the art of insightful observation of the horse on the flat and under saddle. The final section will incorporate discussion of the latest scientific technology for diagnosis, as well as common dysfunctions, etiology and prognosis interrelated to the competitive implications for the best management of the athletic horse. Prerequisite: EQ 241 or permission of the instructor, Junior or Senior standing.

## **Forensic Science Courses**

### **FOR 201 Introduction to Forensic Science (4 Credits)**

This course will emphasize scientific investigation of crime. Students will become both detective and criminalist as they learn how to secure a crime scene, and collect and analyze

physical evidence. Students will learn how to: 1) do blood typing and DNA analysis, 2) analyze blood splatter patterns, 3) analyze hair and fiber samples, 4) find and lift latent fingerprints and compare to established database, 5) identify the source of ink samples from handwritten notes, and 6) develop a psychological profile of the criminal. Using actual cases, the class will review forensic analysis of soil samples, bite marks, ballistics, and toxicology. Students will learn how to apply various mathematical and statistical tools to make judgments regarding the weight of the evidence, and to either identify or eliminate suspects. Legal issues such as the insanity defense, the reliability of eyewitnesses, and the utility and accuracy of lie detectors will be examined. This course satisfies the Natural Sciences breadth requirement.

### **FOR 401 Crime Scene Investigation/Evidence Collection (3 Credits)**

Advanced course in the identification and proper collection of physical evidence from a crime scene. Students will learn what types of collection containers are best suited to specific forms of evidence, so as to avoid possible contamination, and what alternatives may be available in the absence of a full crime-scene kit. The class will cover the importance of: 1) maintaining a chain of custody, 2) careful observation and recording of crime scenes, and 3) ordering the appropriate analytical tests. Students will further develop their understanding of legal issues related to collection, handling, and interpretation of evidence; issues and concepts related to eyewitness identification and testimony, such as the perception of events and retrieval of information from memory; and will learn how to search for witnesses and to develop suspects.

### **FOR 402 Microanalysis of Trace Evidence (3 Credits)**

Advanced course in the identification and analysis of physical evidence previously recovered from a crime scene. Students will learn what types of analysis is best suited to specific forms of evidence. The class will cover: 1) the importance of maintaining a chain of custody and proper documentation, 2) how the different major types of analysis are performed and how to choose the proper technique for the evidence, 3) the theory behind the techniques, and 4) how to discuss the accuracy and precision of the technique in relationship to such information as population statistics.

## **French Courses**

### **FRE 151 French Language I (3 credits)**

This is an entry-level course in French that assumes no prior knowledge of the language. The course can stand alone and provides a significant introduction to the language, although ideally it would be taken as a two-course sequence with FRE 152. The focus is on development of basic communicative ability in the four language skills (listening, speaking, reading and writing), the acquisition of basic grammar and vocabulary, and on the use of the language in everyday situations. An introduction to the cultures of the French-speaking world is included. The course assumes very active participation by the student.

### **FRE 152 French Language II (3 credits)**

This course is a suitable beginning point for students who have previously mastered some of the fundamentals and are able to resume their study at a somewhat higher level. It uses the same four skills approach as FRE 151. The course opens with a brief review of essential grammatical structures and vocabulary from FRE 151. It then moves to the acquisition and use of more sophisticated language structures and additional, general vocabulary



appropriate to everyday situations. An introduction to the cultures of the French-speaking world is included. The course assumes very active participation by the student. Prerequisite: French 151 or equivalent.

### **FRE 205 Introduction to Composition and Conversation (3 credits)**

This course assumes a working knowledge of basic grammar and vocabulary, and is intended as a continuation of the FRE 151-152 sequence. The focus is on development of intermediate-level oral and writing skills, such as somewhat extended conversations on everyday topics and situations, and paragraph-length writing using moderately complex structures. Some grammar review is included. Classes are conducted in French.

### **FRE 331 French Culture and Civilization (3 credits)**

This is a multi-disciplinary survey of French culture and civilization from the origins to the 20th century. Course topics include such areas as history, art, architecture, music, society, and significant literary and intellectual movements. Classes and course materials are in French.

### **FRE 352 Survey of French Literature (3 credits)**

An introduction to many outstanding French writers of various periods and genres from the Middle Ages to the modern era. In addition to text analysis and interpretation, students learn about important literary movements and their major characteristics. Prerequisites: French 331, or permission of instructor.

### **FRE 353 Advanced Conversation (3 credits)**

Students move from controlled situational speaking to more independent, free speaking. Assigned and free topics for oral presentations. Some extemporaneous speaking. Prerequisites: French 205 or permission of instructor.

### **FRE 451 Advanced Composition (3 credits)**

Emphasis in the course is on free composition on a variety of topics. Attention will be given to subtleties of stylistic expression. All regular verb tenses should be mastered by the student. Prerequisites: French 205 or permission of instructor.

### **FRE 452 Special Topics in Literature (3 credits)**

For students who have a general knowledge of French literature, this course focuses on specific authors, genres, movements, or themes. Students may repeat this course under different topics. Prerequisite: French 352 or permission of instructor.

## **German Courses**

### **GER 151 German Language I (3 credits)**

This is an entry-level course in German. All language skills are addressed, but special emphasis is given to listening and speaking. Students will be able to communicate about daily life and topics of interest. An introduction to German culture is a component of the courses. The course assumes active participation by the student.

### **GER 152 German Language II (3 credits)**

This is a continuation of German 151. Prerequisite: German 151, or permission of instructor.



## **History Courses**

### **HIS 101 Western Civilization I (3 credits)**

A study of the political, social, economic, and intellectual trends in select periods of western civilization from the ancient Near East to 1650, including Greece and Rome, medieval civilization and culture, the Renaissance, the Protestant Reformation, the Age of Revolution and crisis and the formation of Nation States. An examination of the daily lives and experiences of men, women, and children in those ages. (Meets Historical Perspectives requirement)

### **HIS 102 Western Civilization II Comparative Revolutions (3 credits)**

A study of western civilization with an emphasis on modern revolutions, including the English Revolution, the American Revolution, the French Revolution, the Russian Revolution of 1917, and the Nazi Revolution. Attention will be given to revolutionary backgrounds and to historical perspectives and interpretations. (Meets Historical Perspectives requirement)

### **HIS 201 American History Survey I (3 credits)**

Covering the period from the fifteenth century to the mid-nineteenth century, this course is an introduction to America's foundation and early growth. Students will also learn the fundamentals of historical research and interpretation. (Meets Historical Perspectives requirement)

### **HIS 202 American History Survey II (3 credits)**

Chronologically following Survey I, students will examine American history between the Reconstruction period and the 1990s. Students will work with primary sources and practice interpretive skills. Students do not need Survey I to succeed in this course. (Meets Historical Perspectives requirement)

### **HIS 209/309 North Carolina History (3 credits)**

A particular interpretation of the Old North State, with its 400-year-old history described and discussed thematically. Emphasis is on understanding the cultural context—that is, the values—in which women and men have lived and are living in North Carolina.

### **HIS 271/371 The United States & the Vietnam War (3 credits each)**

This course examines the United States' involvement in the Indo-Chinese conflicts that began with World War II. The focus of the course will be the years 1954-1973, a period when the United States was a key player in the events in Southeast Asia and in Vietnam in particular. The effects on the home front, where the war shaped much of the cultural, social and political history of the United States in the 1960s, will also be covered.

### **HIS 214/314 Topics in American History (3 credits each)**

This course will examine problems in American history not fully addressed in the survey courses. While the focus will vary with each offering, the course emphasizes detailed work with primary sources. Topics range in time from colonial to modern America. (Meets Historical Perspectives requirement)

### **HISP 225 Introduction to Public History (3 credits)**

This course demonstrates how history intersects with public life. Students will also consider the place of public history in the discipline. The class explores applying historical knowledge in the conservation and representation of the past. Issues include cultural preservation, historical anthropology and archaeology, historical preservation, and the business of public history. (Historical Perspective breadth Course).

### **HIS 277/377 Topics in Latin American History (3 credits each)**

The most important issues of Latin American history will be introduced in this course. Course focus will vary with each offering. Topics range in time from colonization to modern Latin America. (International Studies Breadth Requirement)

### **HIS 282 Latin American History Survey I (3 credits)**

This course explores Latin American history from its Hispanic origins to the nineteenth century. Students will gain an appreciation of Hispanic and native environs. Focus includes the role of church and state, economic foundations, colonialism, and independence. (International Studies Breadth Requirement)

### **HIS 283 Latin America History Survey II (3 credits)**

Chronologically following Survey I, this course follows Latin American history as it develops in the nineteenth and twentieth centuries. Students will examine political changes in Mexico, Argentina, Chile, Brazil, Peru, Cuba, Venezuela, Columbia, and other countries. Focus includes economic systems, revolution, class, race, gender, and imperialism. Students do not need Survey I to succeed in this course. (International Studies Breadth Requirement)

### **HIS 235/335 United States Slavery (3 credits each)**

This course offers students the opportunity to develop an understanding of American slavery from the early trans-Atlantic trade to the end of slavery during the Civil War. Primary and secondary source materials offer the chance to analyze slavery as it changed over time and region. Topics include: race and slavery, the slave community, plantation agriculture, slave resistance, and the politics of slavery.

### **HIS 248 African American History Survey (3 credits)**

This course offers a study of African Americans from the colonial period to the Civil Rights era. Students will pay special attention to the development of African-American identity, culture, and the quest for freedom and equality. Topics include the slave trade, slavery, the Civil War, Reconstruction, the Jim Crow era and the Civil Rights Movement. (Meets Historical Perspectives requirement)

### **HIS 325 Junior Methodology and Research Seminar in History (3 credits)**

Required of all majors; recommended for those seeking to establish a history minor. An introduction to the basic ways of thinking employed by practicing historians, with attention to main currents of historical interpretation. In addition, seminar members will learn research strategies in secondary and primary sources, while bringing a critical, analytical reading to the discipline.

### **HIS 334 Civil War & Reconstruction (3 credits)**

A study of the era of the American Civil War. The causes of the war, the military campaigns, and Reconstruction will be considered. Special emphasis will be given to interpretations of the era, the impact of military technology and doctrines of war on the campaigns, and the significance of Reconstruction for the South.

### **HIS 345 The American Civil Rights Movement (3 credits)**

Starting in the Reconstruction period and culminating in the 1960s, America's confrontation with inequality remains a central story. This course examines the origins and maturity of black Americans' efforts demanding freedom from discrimination. The course will address at least three main questions: First, how is the movement understood in the context of the longer black freedom struggle and resistance to segregation in the South? Second, why did the movement take place when it did? Third, how does the movement fit into our understandings of social movements? Prerequisite: HIS 202 or permission from the instructor.

### **HIS 353 The French Revolution and Napoleon (3 credits)**

A study of continental Europe between 1750 and 1850 with emphasis on the relationship between ideas and institutional change. The Enlightenment of the Eighteenth Century, its origins and its impact, will be considered, as will the decline of the Old Regime, the crisis of the French Revolution, and the reorganization of Europe in the first half of the Nineteenth Century. (Meets Historical Perspectives requirement)

### **HIS 355 The Turn of the Century & World War I (3 credits)**

A study of the developments in Europe from the 1880s until 1920 with emphasis on the impact of science, technology, and industrialization on the turn of the century decades. Consideration will be given to the causes of World War I, the military campaigns of the war, and the Russian Revolution. The turn of the century decades will be interpreted as an important revolutionary era.

### **HIS 356 The Second World War & the Holocaust, Europe 1919-1945 (3 credits)**

A study of the backgrounds of World War II in Europe, Fascism and Nazism, the military campaigns, naval and aerial warfare, home fronts, Nazi occupation regimes, the Holocaust, resistance movements, propaganda, wartime diplomacy, the role of science, and the impact of total war on the postwar world.

### **HIS 357 The Second World War; Asia & the Pacific, 1919-1945 (3 credits)**

A study of World War II in Asia and the Pacific with emphasis on the period 1937-1945. Diplomatic backgrounds of the conflict will be considered. An important feature of the course is the emergence of Japan as the leading Asian power. Asian perspectives on the war are examined.

### **HISP 395 Academic Internship in Public History (3 credits)**

Students will submit an internship plan for work in a public history setting. Appropriate sites include museums, archives, state and federal historic sites, contract archaeology firms, and historic preservation businesses. This course requires departmental approval.

### **HIS 410 Topics in Southern History (3 credits)**

This course will address themes historians deem important for understanding the American South's history. Course focus will vary with each offering. Topics range in time from the early colonial period to modern America. Special emphasis will be placed on evaluating historiographical arguments. Prerequisite: HIS 201 or 202, and one 300 level history course, also available with the permission of the instructor.

### **HIS 412 American Religious History (3 credits)**

What is religion's role and function for a society as religiously pluralistic as the United States? This course addresses the question of religion in a pluralistic society by studying the development of religion in America. Emphasis on change over time will illuminate how Americans have allowed religious diversity with a minimum of conflict. Topics include Native-American religion, European religion in colonial America, women and the church, evangelicalism, African American religious culture, and religious minorities. Prerequisites: HIS 201 and 202, or permission from the instructor.

### **HIS 425 Senior Research Seminar in History (2 credits)**

Required of all history majors; taken in the senior year, strongly recommended for minors. An exploration of various historical topics selected by students with faculty approval. This research course provides a framework for students to complete a detailed historical examination using primary and secondary sources. Students will develop original interpretations of the past while placing them within the context of extant scholarship.

### **HIS 491 Honors Seminar (3 credits)**

Admission to this course is by invitation of the history faculty. It stresses historiography, research design and techniques, and preparation of a student's own original research project.

### **HIS 497 Honors Research (3 credits)**

Admission to this course is restricted to those who have successfully completed HIS 491. The student, working independently with faculty direction, will produce and defend an honors thesis of original historic scholarship.

### **HISP 498 Practicum in Library and Archival Science (3 credits)**

This practicum is an introduction to the skills and ideas behind library and archival science. Students will learn the basic principles of library management, how to access materials and electronic information, and effective ways of storing and preserving information.

## **Honors Courses**

### **HON 150 Honors Enrichment (1 credit)**

Weekly dinner meetings with invited guests. Written responses to each dinner's discussion. Required of all first year Honors students. Fall Semester.

### **HON 151 Honors Enrichment (1 credit)**

A continuation of HON 150 into the Spring Semester. Required of all first year Honors students. Spring Semester.

## **HON 250 Introduction to Honors (2 credits)**

Introduction to the challenges of Honors through the study of selected readings, films, images, discussions, and experiences. Emphasis on encountering new ideas and concepts and developing an ability to express one's own ideas and insights with greater clarity and effectiveness. Required of all first year Honors students. Fall Semester, Demisemester I.

## **HON 252 Ethical Issues Seminar (2 credits)**

A seminar focused on the ethical dimension of selected major personal, social, biological, and/or environmental issues. Required of all first year Honors students. Fall Semester, Demisemester II.

## **HON 270 Sophomore Honors Seminar I (3 credits)**

An interdisciplinary seminar focused on the foundations of modern civilizations. Will meet a general education requirement. Required of all sophomore Honors students. Fall Semester.

## **HON 300 Sophomore Honors Seminar (3 credits)**

An interdisciplinary seminar focused on modern civilizations. Will meet a general education requirement. Required of all sophomore Honors students. Spring Semester.

## **HON 361 Junior Seminar in Honors (3 credits)**

Honors students in the seminar will write and defend an integrative paper drawing together under a single theme the learning and experiences encountered in the Honors program. Additional reading on a selected topic. Taken normally in the Spring Semester of the junior year.

## **HON 400 Senior Honors Thesis (3 credits)**

A capstone experience in the General Honors Program. Each senior Honors student will pursue a major, mentored, research project in an area of intellectual interest to the student. The Director of General Honors may accept course work for Honors in a Major as fulfilling this requirement. Taken normally in the Fall Semester of the senior year.

## **HON 290/390 Special Studies in Honors (1-3 credits)**

Study/travel to other cultures sponsored by General Honors Program or service/learning projects sponsored by the General Honors Program.

## **HON 298/398 Teaching Practicum (1-3 credits)**

Student tutoring and mentoring in an Honors course.

## **Language Courses**

### **LIN 251 Introduction to Linguistics (3 credits)**

This course will explore the nature, definition, and acquisition of language. Students are introduced to phonetics, phonology, and morphology, as well as grammatical structures, including transformational grammar.



## Literature Courses

### LIT 210 Classics of the Western Literary Tradition (3 credits)

Studies in the major formative classics of the West. Emphasis will be on the continuing significance of these texts for understanding the human condition. LIT 210 fulfills the Humanities Perspective requirement.

### LIT 215/315 Black Mountain Poets (2 credits)

This course will be a study of the major poets of Black Mountain College, *The Black Mountain Review*, and Donald Allen's *The New American Poetry*. Poets to be studied will include Charles Olson, Robert Creeley, Allen Ginsberg, Robert Duncan, and Denise Levertov. Students will write one major critical essay and produce a final project which may be an analytical paper or a portfolio of their own poetry written in response to the course readings.

### LIT 220 Classics of French Theater (3 credits)

This course deals primarily with the heroic, tragic and comic French theater of the 17th century (Corneille, Racine and Molière), and the evolving social commentary of the early and late 18th century (Marivaux and Beaumarchais). Representative plays will be read, studied and situated in their literary and cultural context. All classes and materials are in English.

### LIT 225 French Poetry of the 19th Century (3 credits)

This study of French poetic theory and practice focuses on one of the most exciting, innovative and diverse periods in the history of French literature. Several different authors, styles and poetic schools are studied in their literary and cultural context, with special attention to representative works by major poets. All classes and materials are in English. LIT 225 fulfills the Humanities Perspective requirement.

### LIT 320 DADA, Surrealism and the Absurd in French Literature (3 credits)

A study of the origin and development of DADA, Surrealism, and the absurd in French literature at the end of the 19th century and into the 20th century. Classes will focus on textual analysis of the work of several major writers, and on the literary, theoretical and cultural context in which they wrote. All classes and materials are in English. Some prior literature study is recommended.

### LIT 325 French Renaissance Literature (3 credits)

A study of French prose and poetry of the Renaissance. The course focuses on the lyric poetry of Ronsard, the exuberant, thought-provoking stories of Rabelais; and the humanist, autobiographical essays of Montaigne. Works studied will be placed in their literary and cultural context. Classes will focus on both textual analysis and consideration of major literary styles and theories. All classes and materials are in English. Some prior literature study is recommended.

### LIT 275/375 Japanese Fiction: An Introduction (2 credits each)

An introduction to Japanese Fiction, a vital part of modern letters rooted in ancient Japanese culture and perhaps the first novel, *The Tale of Genji*. Texts will include works by Tanizake, Kawabata, Mishima, Abe, and Oe and projects will introduce Soseki, Dazai, and

others. Historical perspective will be gained from works by Benedict, Keene, Richie, and Reischauer. LIT 275/375 partially fulfills the International Perspective requirement.

### **LIT 274/374 Japanese Cinema: An Introduction (2 credits each)**

One of the most vital film industries in the world is that of Japan. The course will invite examination of the genre compared and contrasted to its western companions. Set off against background readings in Japanese culture by scholars like Richie, Reischauer, and Benedict, the course will view and examine key films from The Japan Society collection and others, including works by Kurosowa, Ozu, Ichikawa, Hani, and Oshima. *Seven Samurai*, *The Burmese Harp*, *Tampopo*, *The Face of Another*, and *Merry Christmas Mr. Lawrence* will be among those films considered. LIT 274/374 partially fulfills the International Perspective requirement.

## **Mathematics Courses**

### **MAT 060 Essential Mathematics (3 Credits)**

Although this is a three-credit course, the course does not count toward graduation. This course is a comprehensive study of mathematical skills. Its main objective is to provide a strong mathematical foundation for further study. Topics include: principles and applications of decimals, fractions, percents, ratios, and proportions, order of operations, geometry, graphs, measurement, and elements of statistics. Upon completion students should be able to perform basic computations and solve real-world, multi-step mathematical problems using technology where appropriate. Prerequisite: Completion of the Math Placement Test.

### **MAT 070 Basic Algebra (3 credits)**

Although this is a three-credit course, the credits do not count toward graduation. This course meets three times per week, and is offered through the Mathematics Reinforcement Lab. It is “self-paced,” peer-tutored, and designed to prepare the student for Math 115. The topics will be structured to meet the individual needs of each student. A maximum of 9 credits may be earned from Math 070. Prerequisite: Math placement exam.

### **MAT 075 Intermediate Algebra (3 credits)**

Although this is a three-credit course, the credits do not count toward graduation. This course meets three times per week, and is offered through the Mathematics Reinforcement Lab. It is “self-paced,” peer-tutored, and designed to prepare the student for Math 115. The topics covered will be structured to the individual needs of each student. A maximum of 9 credits may be earned from Math 075. Prerequisite: Math placement exam.

### **MAT 106 Mathematics: The Science of Patterns (3 Credits)**

This course engages the student in various mathematical topics interweaving historical highlights and current developments. Its purpose is to extend the student's ability to reason with quantitative information and to develop the critical thinking and quantitative reasoning skills needed to understand major life issues. Mathematical topics covered will vary. The student should achieve an appropriate score on Part A of the Mathematics Placement Exam before enrolling in this course. The student must complete the Mathematics Placement Test prior to enrolling in this course. This course satisfies the Quantitative Reasoning breadth.

### **MAT 115 Precalculus (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. The course stresses concepts necessary for calculus, with particular emphasis on functions and their graphs, problem-solving and mathematical modeling, and an introduction to data analysis. This course will incorporate the use of computers and graphic calculators. The student must complete the Mathematics Placement exam prior to enrolling in this course. This course does not count toward a major in Mathematics. This course satisfies the Quantitative Reasoning Breadth. Prerequisite: An appropriate score on part B of the Mathematics Placement Exam, or permission of the instructor.

### **MAT 205 Statistics I (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. An introduction to elementary techniques of statistics reinforced and facilitated by the use of a statistical computer package. This course emphasizes exploratory data analysis and the use of statistical inference in the study of population parameters. It includes both estimation and confidence interval testing procedures. The student must complete the Mathematics Placement exam prior to enrolling in this course. This course satisfies the Quantitative Reasoning Breadth. Prerequisite: An appropriate score on part B of the Mathematics Placement Exam, or permission of the instructor.

### **MAT 216 Topics in Discrete Mathematics (3 credits)**

A study of discrete models. Topics include graphs theory—trees, Eulerian and Hamiltonian circuits, and networks; combinatorics—elementary counting principles with applications to coding and genetic codes, permutations and combinations, inclusion/exclusion principles, and recurrence relations; matrices; and Markov chains. The course emphasizes problem-solving and modeling as opposed to algorithmic techniques. It is recommended for students of the social and natural sciences, as well as for majors in Business, Education, or Mathematics. This course satisfies the Quantitative Reasoning breadth. Prerequisite: MAT 115 or Math placement exam.

### **MAT 221 Calculus I (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. The concept “function” is studied from graphical, numerical, and symbolic perspectives. Exponential, logarithmic, and trigonometric functions are reviewed and studied in detail. Derivatives are studied in detail, with emphasis on rates of change, tangent lines, and local linearity. Differential equations and initial value problems are introduced, with emphasis on geometric and modeling perspectives. Computers and computer labs are used throughout. The student must complete the Mathematics Placement exam prior to enrolling in this course. This course satisfies the Quantitative Reasoning breadth. Prerequisite: Either MAT 115, appropriate scores on parts B and C of the Mathematics Placement Exam, or permission of the instructor.

### **MAT 222 Calculus II (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. Differential equations and initial value problems are studied, with emphasis on geometric and modeling perspectives. Integration, symbolic and numerical, is studied in detail, with applications, including distance, area, volume, centers of mass, arc length, and probability. Sequences and series of numbers and functions are studied. Computers and computer labs are used throughout. Prerequisite: Either MAT 221 or permission of the instructor.

### **MAT 310 Multivariable Calculus (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. Vectors, analytic geometry of functions of two or three variables, partial derivatives, multiple and iterated integrals, extrema of functions of two variables, line integrals, and Green's Theorem in the plane are topics discussed in this course. Computer labs will be used to enhance these topics. Prerequisite: MAT 222.

### **MAT 312 Linear Algebra & Applications (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. It is a matrix-oriented course which proceeds from concrete, practical examples to the development of the general concepts and theory. Topics include matrix operations, systems of equations, determinants, properties of  $R^n$ , eigenvalues and eigenvectors, orthogonality, and partitioned matrices. Prerequisite: MAT 222.

### **MAT 317 Operations Research (4 credits)**

This course consists of theory and application of representative methods in operations research, including topics from linear programming, network analysis, dynamic programming, game theory, and queuing theory. Prerequisites: MAT 216 , MAT 312, and CIS 121 or permission of instructor.

### **MAT 325 An Introduction to Axiomatic Systems & Abstract Algebra I (3 credits)**

An introduction to predicate logic and methods of proof in the contextual setting of elementary group theory. Topics will include equivalence relations, semigroups, groups, subgroups, normal subgroups, and quotient groups. Prerequisite: MAT 222 or permission of the instructor.

### **MAT 340 Ordinary Differential Equations: A Model Theoretic Approach (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. Throughout this course, mathematical models are used to introduce, illustrate, and motivate various concepts. Among the topics treated are first order equations, numerical methods, second order linear equations with applications to mechanical vibrations and harmonic motion, higher order linear equations, Laplace transform, series solutions, matrix methods for linear systems, and nonlinear systems. Computer experiments are designed to deepen understanding of concepts, and to carry the study of certain topics to further exploration. Prerequisite: MAT 312, or permission of instructor.

### **MAT 343 Statistics II (3 credits)**

A brief review and continuation of MAT 205. Emphasis is on methods (both theory and implementation) for multiple regression and analysis of variance. A statistical software package is used as appropriate. Non-parametric methods are included. Prerequisite: MAT 205.

### **MAT 350 Mathematical Modeling (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. This course is designed for the students to analyze, interpret, and criticize a collection of mathematical models arising in ecology, economy, science, etc. The deterministic view is adopt-



ed throughout the course. Among other models, the course includes decay of pollution, radioactive decay, plant growth, simple ecosystems, economic growth, population dynamics, chemical dynamics, and traffic dynamics. Computer experiments form an integral part of this course. Prerequisite: MAT 340 or permission of instructor.

### **MAT 401 Introduction to Numerical Analysis (4 credits)**

This course consists of lectures and computer labs and meets five hours per week. Polynomial approximation, numerical differentiation and integration, numerical solution of differential equations, and numerical linear algebra are some of the topics covered in this course. Emphasis is placed on error analysis. Computer programs are implemented to investigate these topics. Prerequisites: MAT 312 and MAT 340.

### **MAT 422 Abstract Algebra II (3 credits)**

This is an extension of the theory of algebraic structures including rings, fields, associative fields, etc. Associated topics such as category, morphism, isomorphism, coset, ideal, etc., are discussed. Some applications in other branches of mathematics and physics, genetics, and information theory are also included. Prerequisites: MAT 312 and MAT 325.

### **MAT 450 Real Analysis (3 credits)**

This course develops the theory of calculus. Topics include topology of the real line, properties of continuous maps, sequences of functions, uniform convergence, the Riemann integral, derivatives and differential forms. Prerequisites: MAT 310 and MAT 325.

### **MAT 479 Senior Seminar (2 credits)**

This course is open only to, and required of all, senior Mathematics majors, as well as of all senior Mathematics with Concentration in Computer Science majors. The student will set up a portfolio of his or her mathematical and related work, investigate mathematical literature, and give oral and written presentations.

## **Music Courses**

A number of music survey courses are offered simultaneously at both the 200 and 300 levels. Only those with training in music theory and analysis (equivalent to MUS 212, or with the permission of the instructor) should enroll in these courses at the 300 level, since such training is necessary to complete assignments not required of 200 level students.

### **MUS 110 Music Fundamentals (3 credits)**

This course requires no musical experience and focuses on the basic knowledge of music theory including how to read notes, rhythms and basic understanding of scales and harmony. The goal of this course is to apply the knowledge of music theory into actual musical performance, which may include singing, playing recorder, and playing piano. Must demonstrate proficiency in basic skills of musical notation. Fulfills Creative Arts breadth.

### **MUS 212 Basic Musicianship I (3 credits)**

A basic study of scales, harmony, intervals, notation and musical structure. Students learn basic rules of harmonic function and voice leading along with an understanding of the music from which these rules are derived. In addition, students learn to recognize and sing melodies and intervals at sight, transcribe melodies and harmonic progressions based on hearing them, and aurally interpret the rhythmic and harmonic language of music. Prerequisite: MUS 110 or permission of instructor.



### **MUS 213 Basic Musicianship II (3 credits)**

A continuation of MUS 212 Basic Musicianship I with further emphasis on analysis of larger forms of music. 3 credit hours. Prerequisite: MUS 212

### **MUS 215 Piano for Beginners (3 credits)**

The course offers the student an opportunity to learn basic piano technique and rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. No previous musical experience is required. Music minors must demonstrate piano proficiency as would be expected on completion of one semester of this class. Creative Arts breadth.

### **MUS 218 Intermediate Piano Class (3 credits)**

A continuation of MUS 215 Piano for Beginners. The student will expand on the technique learned in MUS 215 and apply it to more complex repertoire. This course is designed for the student who would like to progress on to private piano study. Prerequisite MUS 215 or permission of the instructor.

### **MUS 220 The Art of Singing (3 credits)**

Designed for students with an interest in singing who have had no previous formal private instruction. Topics considered include the anatomy of the voice, basics of breathing, phonation, enunciation and tone production. Students will be expected to perform as solo artists for their classmates. No previous music experience is required for this course. Fulfills Creative Arts breadth.

### **MUS 230 Guitar for Beginners (3 credits)**

The course offers the student an opportunity to learn basic guitar technique and rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. Each student must provide his/her own guitar. No previous musical experience is required. Fulfills Creative Arts breadth.

### **MUS 240 Bagpiping for Beginner (3 credits)**

The course offers the student an opportunity to learn basic bagpipe technique and traditions, along with rudimentary music reading skills through group instruction, supervised practice, and frequent evaluation. No previous musical experience is required. Fulfills Creative Arts breadth.

### **MUS 254 Musics of the World (3 credits)**

Examines various traditional and popular musics from around the world. Central to the process is an investigation of the stylistic and cultural aspects of each genre considered. At least one musical culture from each of the following regions is considered: Africa, East Asia, South Asia, Southeast Asia, South America, and North America. No previous musical experience is required. Fulfills International Perspective breadth.

### **MUS 256/356 Introduction to Music Literature (3 credits each)**

A broad overview of music in the Western European tradition, concentrating on artistic and historical aspects as well as important cultural issues. All major stylistic periods will be considered, beginning with the medieval and ending with trends in contemporary art

music. No musical experience is required to enroll at the 200 level. Enrollment at the 200 level does not fulfill the requirements for a minor in Music. Fulfills Creative Arts breadth.

### **MUS 260/360 Contemporary Music (3 credits each)**

A broad overview of Contemporary Music from the early Twentieth century to the recent musical scene. Through this course, the students will learn the standard repertoire of Twentieth and Twenty-first century avant-garde music and its influence on popular music. Topics include: Impressionism, Dadism, Serialism, Sound Mass, Indeterminacy, Minimalism, and Electroacoustic music.

### **MUS 274/374 Musics of the Celtic World (3 credits each)**

A survey of the musical traditions found among the Celtic peoples of Western Europe, including the traditions of Scotland, Ireland, Brittany, Galicia, and Wales. Discussions will consider the historical backgrounds and cultural concomitants of each music studied. Students will do extensive listening, supported by the St. Andrews "Thistle and Shamrock" Archives. Guest lecturers/performers will provide additional insight into various aspects of Celtic music. No musical experience is required to enroll at the 200 level. Fulfills International Perspective breadth.

### **MUS 280/380 Art of the Song (3 credits each)**

This course examines songwriting as an important mode of artistic expression within Western Civilization. It begins with a consideration of the Troubadours of medieval France, 19th century German Lieder and other historical form but is most concerned with songwriting in the twentieth and twenty-first centuries and the art of the singer/songwriter. No musical experience is required to enroll at the 200 level.

### **MUS 284 Introduction to Music Technology (3 credits)**

An introduction to basic aspects of music technology. Topics include basics of recording digital audio, MIDI, Music Notation, history of music technology, and literature of electroacoustic music. Software includes Peak, Sound Edit, Soundhack, Protools, and Finale. This course is project oriented and students are required to compose pieces throughout the semester.

### **Ensembles**

Ensembles are open to all students of the College. Auditions are required. Students enrolled in performing organizations are required to participate in all performances of those organizations.

*One credit of private lessons, College choir or pipe band may apply to the Creative Arts breadth.*

### **MLE 103 College Choir (1 credit)**

Open to all interested students by audition. Auditions are held during orientation and during the first week of each semester. All music is for mixed choir (either SATB or SAB). Although no previous choral experience is required, basic music reading skills are helpful. Ensemble membership requires weekend performances in area churches as well as performances at various community and College functions. Prerequisite audition and permission of instructor.

## **MLE 106 Beginning/Intermediate Bagpipe Band (1 credit)**

An ensemble for less experienced pipers and drummers and those who have taken MUS 240, Bagpiping for Beginners, or have appropriate previous experience as determined by the instructor.

## **MLE 109 St. Andrews Bagpipe Band (1 credit)**

Open to experienced pipers, drummers, and Scottish dancers by audition. Membership in this ensemble requires weekend performances at competitions and at local churches. The band is frequently called upon to play for community and College functions.

## **Applied Music**

Applied music study is available to all students at the special fee scale listed in the cost section of this catalog. Weekly lessons are available for 30 minutes (1 credit) in the beginner/intermediate level and for 1 hour (2 credits) in the intermediate/advanced level. Students may choose as areas of concentration: piano, voice, guitar (including bass guitar) and high woodwinds (flute, clarinet, oboe).

### **Beginner/Intermediate Level (30 minute lesson, 1 credit)**

MLE 0X1	Non-credit
MLE 1X1	First year
MLE 2X1	Second year
MLE 3X1	Third year
MLE 4X1	Fourth year

### **Intermediate/Advanced Level (1 hour lesson, 2 credits)**

#### **Audition required**

MLE 0X2	Non-credit
MLE 1X2	First year
MLE 2X2	Second Year
MLE 3X2	Third year
MLE 4X2	Fourth year

The first digit of the course number represents the number of years in applied music study at St. Andrews: 1=first year, 2=second year, 3=third year, 4=fourth year. The second digit refers to the applied area: 4=guitar and bass guitar, 5=voice, 6=piano, 7-high woodwinds (flute clarinet, oboe), 8=bagpipe. The third digit refers to the length and level of the student lesson: 1=beginning/intermediate for 1 credit, 2=Intermediate/advanced for 2 credits.

## **Philosophy Courses**

### **PHI 100 Introduction to Philosophy (3 credits)**

Consideration of basic problems, such as the nature of reality, the possibilities of human understanding, the relation of the mind to physical existence, the difference between right and wrong, the relation between the individual and society. Recommended as the first course in philosophy. Fulfills Humanistic Perspective breadth requirement.

### **PHI 203 Introduction to Logic (3 credits)**

A study of argumentation, formal and informal. The recognition of arguments, the detection of informal and formal fallacies, the testing of validity with Venn Diagrams, the use of techniques for translating ordinary language into standard forms, and the use of techniques for defining terms will be studied.

### **PHI 205 Introduction to Symbolic Logic (2 credits)**

A course in how to render ordinary language arguments into symbolic form and how to test them for validity. The principles of both propositional and predicate logic will be studied.

### **PHI 212 Ethics (3 credits)**

An introduction to moral reasoning which focuses on a variety of contemporary moral problems such as abortion, euthanasia, the treatment of animals, social justice, and capital punishment. Students will learn to clarify and defend their views on such issues, and they will deepen their understanding of the nature of morality. Fulfills Humanistic Perspective breadth requirement.

### **PHI 216 Existentialism (3 credits)**

The philosophy of existence, studied through the works of such thinkers as Kierkegaard, Heidegger, Nietzsche, Sartre, and Jaspers. Existentialism in its influence on political theory, literature, and the fine arts is also treated. Fulfills Humanistic Perspective breadth requirement.

### **PHI 231 Business Ethics (3 credits)**

An analysis of the different positions people take on the moral issues involved in the conduct of business. Topics such as work safety standards, preferential hiring, responsibility for the environment, truth in advertising, government regulation, and consumer rights will be examined. In addition, the course will study several important theories of economic justice. Fulfills Humanistic Perspective breadth requirement.

### **PHI 232 Aesthetics: The Visual Arts (2 credits)**

A study of twentieth century theories of the visual arts. We will examine the creative process, what our arts tell us about our sensibilities, and how people come to appreciate (or why they fail to appreciate) art. Particular attention will be paid to theories of non-representational art. We will read authors such as Karsten Harries, Kenneth Clark, and Jose Ortega y Gasset.

### **PHI 233 Aesthetics: The Literary Arts (2 credits)**

A study of philosophical theories about prose and poetry. We will read authors such as Frank Kemode, Susanne Langer, Friedrich Nietzsche and Michael Polanyi.

### **PHI 241/341 Philosophical Issues in Mass Communication (3 credits each)**

An investigation of the impact of electronic communication on our thought processes. Attention will be paid to recent historical shifts in the way we think about nature, personal relationships, vocation, social conformity, and moral value; to the connection between technological developments in media and “postmodernism” and to the future impact instantaneousness is likely to have on our awareness and on our social configurations. Fulfills Humanities breadth requirement. If taken for upper-level credit, students will be required to complete additional, more advanced, reading and writing assignments.

### **PHI 245 Ethical Issues in Technology and Society (3 credits)**

This course will examine the ethical and philosophical issues that emerge from technological developments. From gunpowder to the personal computer, technology has had a profound impact on the way we live. Today, new developments in genetics and informa-

tion technology confront society with issues concerning right to privacy, how to define human life, and the threat of eugenics. This course will examine the implications of controversial technologies such as these. Examples from the past and present will be used. The relationship between science, technology, and society will also be explored.

### **PHI 246/346 Environmental Philosophy (3 credits)**

An exploration of ethical and conceptual problems arising out of humanity's relation to nature. Topics include the value of wilderness, the concept of nature, our obligations towards other animals, deep ecology, and ecofeminism. In addition to developing reasoned views on such topics, students will acquire a basic understanding of major environmental problems. Fulfills Humanities breadth requirement. If taken for upper-level credit, students will be required to complete additional, more advanced, reading and writing assignments.

### **PHI 301 The Beginnings of Philosophy (3 credits)**

The history of Hellenic and Hellenistic philosophy from its beginnings in myth and religion. Emphasis upon the major thinkers and movements of the Greek world, beginning with the pre-Socratics, and concluding with philosophy in Roman times. Concentration upon Plato and Aristotle. Fulfills Humanistic Perspective breadth requirement.

### **PHI 302 Jewish, Christian and Islamic Philosophy (3 credits)**

A study of philosophy as created by Jewish, Christian and Islamic cultures and of the problems posed for philosophy by the monotheistic faiths. This course will consider the background and contribution of such men as Augustine, Anselm, Averroes, Maimonides and Thomas Aquinas. Several modern thinkers in these religious traditions will also be considered. Fulfills Humanistic Perspective breadth requirement.

### **PHI 303 Modern Philosophy and Scientific Revolutions (3 credits)**

A study of the impact of modern science on Western philosophy and the response of major thinkers to changes in views of the world and humanity. The course concentrates on the major figures from Descartes to Kant. Fulfills Humanistic Perspective breadth requirement.

### **PHI 304 Recent Philosophy and Technological Revolutions (3 credits)**

A study of the impact of the industrial and post-industrial revolutions on philosophy and the reaction of philosophers of the 19th and 20th centuries to historicism and social change. Fulfills Humanistic Perspective breadth requirement.

### **PHI 310 Philosophy of Language (3 credits)**

A study of the major contending theories of language in 20th century British, French and American philosophy: logical positivism, ordinary language philosophy, language on the model of a game, and postmodernism. Prerequisite: PHI 203 and at least one additional course in philosophy.

### **PHI 318 Social and Political Philosophy (3 credits)**

An examination of the theories of society which are original and most influential. The course emphasizes the essential structures of these theories, which are contemporary as well as classical. Both problem-oriented and historically oriented methodologies will be used in the study.



### **PHI 324 Critical Studies in Philosophy (2 credits)**

A study of some important philosopher or philosophical movement or text. The course will also sample some of the critical secondary literature concerning its focal topic. The course may be taken repeatedly provided the focal topic is different. (This course meets the requirement for senior seminar).

### **PHI 325 American Philosophy (3 credits)**

A sample of several well-known American philosophers such as William James, John Dewey, Sidney Hook, and Richard Rorty. A central problem addressed will be whether there is a distinctively “American Philosophy.”

### **PHI 333 Philosophy of Law (3 credits)**

An analysis of the major philosophical issues concerned with legal concepts such as “liberty,” “responsibility,” and “law” itself. The course will study historically significant treatments of these topics as well as current discussion of them. Prerequisite: PHI 203 and at least one additional course in philosophy.

### **PHI 349 Bioethics (2 credits)**

Advances in medicine and biotechnology have brought a number of ethical issues to the fore. Ethical theories will be discussed and applied to topics such as: patient consent, medical experimentation, euthanasia, and the new reproductive technologies. The course should be of interest to students in the sciences, or those interested in the health professions. However, a knowledge of science is not assumed. Prerequisite: Upper level standing, or consent of instructor.

### **PHI 350 Ethical Theory (2 credits)**

This course will examine the three main ethical theories of the Western philosophical tradition: virtue ethics, deontological ethics, and utilitarianism. Emphasis will be placed on primary sources, such as Aristotle, Kant, Bentham and Mill. Both historical and contemporary perspectives will be covered.

### **PHI 448 Phenomenology (3 credits)**

A study of selected works in the 20th century French and German philosophy from Husserl to Sartre and of the American philosophers influenced by this method of philosophical description. We will explore applications of phenomenology to a wide variety of fields (e.g. the social sciences, psychology, art history, and ethnology) and evaluate its contribution to learning in those fields.

## **Activity Courses in Physical Education (PE)**

No more than 3 PE activity credits may be counted toward graduation.

### **PE 200 Adapted Physical Education (1 credit)**

This course is designed to meet the special needs of disabled students as they participate in physical education, recreation, and sports. The activities presented in the course will be selected to meet the interests and capabilities of the enrolled students. PE/SM majors enrolled in SS 234 will assist in the course.

## **PE 205 Horseback Riding for Students with Disabilities (1 credit)**

This course will enable students to develop basic horsemanship skills. This class is offered to meet the need of riders with no experience and progress the rider to their next level of riding. Riders will progress through a rank system based on practical skill and theoretical understanding. Prerequisites for this course are a completed physician statement and the completion of appropriate paperwork. Please be advised that there are medical precautions and contraindications for this activity that must be met according to the North American Riding for the Handicapped Association (NARHA) so permission of the instructor is required prior to registration. A fee is required for this course.

## **PE 210 Swimming (1 credit)**

An introduction to the basic skills and principles of swimming as a lifetime fitness activity.

## **PE 211 Tennis (1 credit)**

An introduction to the basic skills, rules, and etiquette for the game of tennis as a lifetime recreation activity.

## **PE 212 Golf (1 credit)**

An introduction to the basic skills, terminology, rules, and etiquette of golf as a lifetime recreational activity. Fees required for course.

## **PE 213 Soccer (1 credit)**

An introduction to the basic skills, terminology, rules, and strategy of soccer as a lifetime recreational activity.

## **PE 215 Volleyball (1 credit)**

An introduction to the basic skills, rules, terminology, and strategy of volleyball as a lifetime recreational activity.

## **PE 220 Basketball (1 credit)**

An introduction to the basic skills, rules, terminology, and strategy of basketball as a lifetime recreational activity.

## **PE 223 Beginning Weight Training (1 credit)**

An introduction to weight training for the purpose of conditioning and fitness of the body for lifetime wellness.

## **PE 228 Racquet Sports (1 credit)**

An introductory class which covers the basic skills, rules, terminology and strategy of the racquet sports: badminton and racquetball as lifetime recreational activities.

## **PE 246 Advanced Weight Training (1 credit)**

An advanced study and activity encompassing knowledge of different muscle groups, and various training techniques for lifetime wellness.

## **PE 249 Principles of Taiji (1 credit)**

A basic introduction to the Chinese exercise/discipline of Taiji (T'ai Chi). Students will

become familiar with the history of Taiji and its links with Chinese philosophical and medical traditions. They will learn the fundamental principles of internal energy flows, the dynamics of harmonious, balanced movements, and the importance of focused relaxation to reduce stress. Students will engage in conditioning exercises and learn stances and the proper sequence of postures (or forms). The goal for each student is to master at the introductory level the full 24-form routine using the modified Yang style of Taiji.

### **PE 253 Lifetime Activities (1 credit)**

Emphasis will be on developing skills and activities to enjoy and gain health benefits from lifetime fitness pursuits. Participation in a variety of activities that are considered lifetime sports — bowling, basketball, walking/jogging, swimming, aerobic dance, strength training, tennis, skating, etc., is part of the course.

### **PE 261 Equitation I (1 credit)**

This course is an introductory course designed to establish the student's knowledge of the American System of Forward Riding and offer students the opportunity to develop their skills in what, for many, will be a lifetime sport. This course is required for all students wishing to ride no matter what their skill level. Students will work through the St. Andrews Equestrian Program ranking system, which emphasizes development of a good working position enabling the rider to effectively communicate with the horse in a non-abusive manner. A fee is required for this course. Prerequisite for 261: Previous experience with horses. Riders must be able to tack up their own horse, without supervision, mount adjust stirrups and girth safely or EQ150 Horsemanship Basics. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director.

### **PE 262 Equitation II (1 credit)**

This course will continue to develop the student's knowledge of the American Forward System of Riding with increased emphasis on gymnastic jumping and field riding. Students registering for this course will continue to work through the St. Andrews Equestrian Program Ranking system. Prerequisites: PE 261 & EQ 244L All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director.

### **PE 263 Equitation III (1 credit)**

This course will continue to develop the student's knowledge of the American Forward System of Riding with increased emphasis on jumping courses and showing at horse shows. Students registering for this course will continue to work through the St. Andrews Equestrian Program Ranking system. A fee is required for this course. Prerequisite: PE 262 & EQ 244L. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director.

### **PE 264 Equitation IV (1 credit)**

This course will further develop the student's understanding of the American Forward System of Riding with increased emphasis on a quality performance on the flat and over fences. Students registering for this course must have achieved the rank of Hacker. Prerequisites: PE 261, EQ 244L and Hackers rank. All Equitation courses require a fee, a riding placement test, and permission of the riding staff or invitation by the Equestrian Director.

## **PE 265 Intercollegiate Athletics (1 credit)**

This course is designed to meet the Health and Physical Education breadth requirement for participants in any of the intercollegiate team sports or as student athletic trainers. Students who participate in sports that span two regular semesters may register for PE 265 in the semester in which the season is completed. Students who register for PE 265 and who quit or are dismissed from the team prior to the end of the semester for which they are registered for the class will either withdraw from PE 265 or receive a failing grade. Students registered for PE 265 will sign a statement at the beginning of the semester verifying that they understand the stipulations concerning the fulfillment of the credit for PE 265. No more than 3 PE activity credits may be counted toward graduation.

## **Physics Courses**

### **PHY 104 Introductory Astronomy (4 Credits)**

An in-depth survey of the universe beyond Earth. The course includes: a) observation of planets, moons, stars, and galaxies; b) physical description of their properties and motions, and c) explanations of some features of their properties and motions as provided by basic laws of physics. Three hours of class and one laboratory session per week, plus observation sessions, held mostly at night. Some high school level algebra is needed. Students must have taken the Math Placement Test before enrolling in the course. Satisfies the Natural Sciences Requirement.

### **PHY 201 College Physics I (4 credits)**

Basic concepts in the fields of mechanics, sound, and heat. Three hours of lecture and three hours of laboratory per week. Prerequisite: an average background in high school mathematics will be needed. Satisfies the Natural Sciences Requirement.

### **PHY 202 College Physics II (4 credits)**

Basic concepts in electricity, magnetism, and light, plus a brief introduction to modern physics. Three hours of lecture and three hours of laboratory per week. Prerequisite: PHY 201.

### **PHY 211 General Physics I (4 credits)**

The fundamental laws of mechanics, sound and heat presented at a level appropriate for students planning careers in science or engineering. Three hours of lecture and three hours of laboratory per week. Prerequisite: MATH 221.

### **PHY 212 General Physics II (4 credits)**

The basic principles of electricity, magnetism, and optics. Presented at a level appropriate for science and pre-engineering students. Three hours of lecture and three hours of laboratory per week. Prerequisites: PHY 211 and MATH 222.

### **PHY 305 Analytical Mechanics (3 credits)**

Development of mathematical skills and deeper insight into classical mechanics are obtained through the study of the dynamics of particles and rigid bodies. Harmonic motion and motion in central force fields are among the topics considered. Prerequisites: PHY 211 and MAT 310, or permission of the instructor.

## **Politics Courses**

### **POL 201 Introduction to American Government (3 credits)**

An introduction to politics in the United States. Designed to: 1) develop a heightened understanding of how the American political system works, 2) stimulate an awareness of the strengths and weaknesses of American government, 3) encourage the development of each student's own political perspective and political values, and 4) assist students to become better citizens. Required course for the major and minor and for upper-level offerings in behavior, law and contemporary issues. Offered every year.

### **POL 211 Introduction to International Politics (3 credits)**

A study of the political relations of nations and other actors in the international system and the changes occurring in the world order. Case studies, debates and simulations are used to explore historical, present, and preferred future global systems. Required course for the major and minor and for all upper level offerings in international politics, comparative politics, area studies, and contemporary issues. This course satisfies the International Perspective requirement. Offered every year.

### **POL 224 Democracies (3 credits)**

Examines both the older and newer democracies. Topics include the historical development of democratic theory, political culture and democracy, the relationship of economic and political development, electoral systems and behavior, emerging technologies and democracy, democratic transitions, and democratic reform. Prerequisites: Pol 201 and sophomore standing, or permission of the instructor.

### **POL 225 Contemporary Issues (2 credits)**

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism. A demisemester examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Prerequisites: Pol 201 and Pol 211, if an international issue, or permission of the instructor.

### **POL 231 Introduction to Law (3 credits)**

An introduction to selected topics on politics and the law. Examples include the role of lawyers in the legal system, judicial decision-making, issues in criminal law, the role of the jury, comparative legal systems, police practices, civil rights, drug laws, and career development for persons exploring careers in law and law enforcement. Direct observation of the criminal and legal system, use of moot court, and writing of briefs are included. Required course for all upper level politics courses in law and Politics' internships in law related fields. Offered every other year.

### **POL 240 Model UN (1 credit)**

Preparation for and participation in a Model UN experience. Offered every year.

### **POL 241 Politics and Film (1 or 2 credits)**

Viewing, studying, and analyzing films which illustrate political issues. May be offered in conjunction with other courses in Politics such as Pol 201, Pol 211, Pol 231, Pol 266, or Pol 276.



### **POL 242 Leadership (1 credit)**

For students in leadership positions on and off campus. Readings in the theory, practice, evaluation, and development of leadership are included with practical application of leadership theory to the practice of leadership and the establishment and evaluation of leadership goals. Available both terms. Offered every year.

### **POL 250 Contemporary Issues (3 credits)**

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism and Religion and Politics. A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. Prerequisites: Pol 201 and Pol 211, if an international issue, or permission of the instructor.

### **POL 266 Politics Of Sex (3 credits)**

An introductory exploration of the political dimension of human sexual and reproductive behaviors and sexual imaging from the individual to the societal level. Offered every other year.

### **POL 267 Political Issues in Global Perspective (3 credits)**

Introduces the student to selected issues of global importance by utilizing diverse, multicultural sources. Examples of such issues include the legacies of colonization, relations of rich and poor countries, sustainable development, environmental threats, terrorism, and universal human rights. Especially suitable for first-year students who want to study topics in the news using fresh approaches. This course satisfies the International Perspective requirement.

### **POL 276 Politics of Behavior (3 credits)**

An introductory exploration of the political dimension of everyday behavior in such settings as the classroom, family, museums, prisons, the media, mental institutions, the armed services, and factories in relationships as between lovers, doctor and patient, child and parent, and officer and soldier. Required course for all upper level courses in behavioral politics and in leadership development. Offered every other year.

### **POL 309 Area Studies (3 credits)**

(Examples include: Non-Western Areas, Asia, Africa, South Asia, West Asia, India, China, and Vietnam) The study of the politics, culture, and history of a selected area of the world. An examination of the literature and theory of comparative politics as applied to that area. Prerequisites: Pol 201 and Pol 211, or permission of the instructor. This course satisfies the International Perspectives requirement. Offered every year.

### **POL 310 Area Studies (2 credits)**

(Examples include: Indonesia, Vietnam, India, South Africa, and Korea) A study of the politics, culture and history of a selected area of the world. Prerequisites: Pol 201 and Pol 211, or permission of the instructor.

### **POL 319 Junior Seminar (2 credits)**

Politics seminar for junior majors. Meets with Politics 419 (see description). Required of all juniors majoring in Politics. Offered every year in the Spring Semester.

### **POL 323 Conflict Resolution (3 credits)**

A study of the theories and practice of conflict resolution in a variety of areas from the personal to the global. A study of the historical, psychological, and social roots of war and the factors associated with more peaceful relations. Prerequisites: Junior or Senior standing or permission of the instructor. Offered every other year.

### **POL 325 Constitutional Law: Historical Cases (2 credits)**

A demisemester course in Constitutional Law that features great historical cases. Prerequisites: Pol 201 and Pol 231 or permission of the instructor.

### **POL 335 Constitutional Law: Civil Rights (2 credits)**

A demisemester course in Constitutional Law that features civil rights cases. Prerequisites: Pol 201 and Pol 231 or permission of the instructor.

### **POL 340 Contemporary Issues (3 credits)**

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism, and Religion and Politics. A rigorous examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. At the 300-level students will complete a major research project and provide leadership in the seminar. Prerequisites: Pol 201 and Pol 211, if an international issue, or permission of the instructor.

### **POL 341 Politics and Film (2 credits)**

Viewing, studying, and analyzing feature films and documentaries from a political perspective. Prerequisites: Pol 201, or permission of the instructor.

### **POL 342 Contemporary Issues (2 credits)**

Examples include: The Role of the Media, Race Relations, Food Politics, Native American Studies, The Islamic World, Ethnicity and Nationalism. A demisemester examination of a selected issue in politics in a seminar setting. Analysis of relevant literature, ideas, and values and their practical application. At the 300-level students will complete a major research project and provide leadership in the seminar. Prerequisites: Pol 201 and Pol 211, if an international issue, or permission of the instructor.

### **POL 345 Constitutional Law: Current Cases (2 credits)**

A demisemester course in Constitutional Law that features contemporary cases. Prerequisites: Pol 201 and Pol 231 or permission of the instructor. Note: The three Constitutional Law courses, Pol 325, Pol 335 and Pol 345, are not sequential. Students may take any or all of them in any order as long as the basic prerequisites for each are satisfied.

### **POL 355 Issues in American Foreign Policy (3 credits)**

The course analyzes strategic approaches to the conduct of American foreign policy in the context of a changing international environment. Topics examined include defense and security, Presidential-Congressional tensions, multilateralist and unilateralist doctrines, diplomacy and the use of force. Selected global issues and regional and bilateral relationships will be studied as time permits. Prerequisites: Pol 201 or Pol 211.

### **POL 366 Politics of Sex (3 credits)**

An exploration of the political nature of the roles and relationships of males and females in the United States and other cultures and countries. The analysis of human sexual conduct and human sexual biology from a political perspective. Prerequisites: Pol 276 or permission of the instructor. Offered every other year.

### **POL 419 Senior Seminar (2 credits)**

Required of all senior majors in Politics. Application of learning in the major to a discussion and analysis of current national and political issues and to a discussion and analysis of recent literature on current politics. Evaluation of the Politics major and curriculum. Juniors enrolled in Politics 319 will conduct work on career and vocational development. Seniors will synthesize in a major essay their learning as a Politics major around a single theme. Students pursuing honors in Politics will enroll in Pol 497 (4 credits) during the fall semester of their senior year and in this seminar in the spring semester as part of their six-credit requirement. Offered every year in the Spring Semester.

## **Psychology Courses**

### **PSY 101 Introduction to Psychology (3 credits)**

An introduction to the basic concepts, methods, issues, and theories of psychology, including such topics as the biological bases of behavior, perception, learning and memory, human development, motivation, personality, social influences, and pathological behavior. (Course was previously listed as Psychology 201) (Satisfies the Social and Behavioral Perspectives Breadth Requirement; offered every semester.)

### **PSY 150/350 Departmental Seminar (2 credits each)**

This course will focus on career exploration, professional development, ethical issues, course progression and program development. It is designed to facilitate an understanding of how students can best participate in the process of gaining an education in psychology. Students will take the seminar once in their freshman or sophomore year and once in the spring of their junior or senior year. Establishment and development of the student portfolio demonstrating competency in the following areas will be required: 1) knowledge base; 2) ethics; 3) oral and written communication skills; 4) information gathering skills; 5) analytical skills/research methods; 6) interpersonal skills; 7) practical application; and 8) resume or vita. Juniors or seniors will take the Major Field Achievement Test.

### **PSY 202 Research Methods in Psychology (4 credits)**

A study of the methods of research design employed in psychology. This course includes discussion of appropriate methodology for conducting research in psychology and its related fields, as well as demonstrations and other experimental investigations of selected topics. Laboratory work develops skills in designing and conducting experiments and scientific report writing. Prerequisites: PSY 101 and Math 205. (Offered every year, generally in the Spring semester.)

### **PSY 220 Child and Adolescent Development (3 credits)**

This course covers the cognitive, emotional, social, physical, and moral development of children from infancy through adolescence. Basic theories of developmental psychology, the role of biology vs. environment, and the role of scientifically derived information as applied to children's development will be explored. Prerequisite: PSY 101.

### **PSY 230 Adulthood and Aging (3 credits)**

Social, emotional, cognitive, physical and physiological change and stability from early adulthood through old age are examined in this course. The student will gain an understanding of theoretical approaches, methodological issues, and empirical data related to aging. Topics covered will include marriage, friendship, sexuality, intelligence and creativity, career patterns and retirement, intergenerational relationships, disorders, death and dying. One goal for the course is to enable students to apply what they learn to their own lives in the context of their families and communities. Prerequisite: PSY 101.

### **PSY 231 Personality in Social Context (3 credits)**

A survey of the behavior of individuals in social context. The course provides a general introduction to personality and social psychology. It examines how the behavior of individuals is affected by their social environment and how differences in personality may lead individuals to select, interpret, and respond to social situations in different ways. Principles derived from personality and social psychology will be applied to business, education, communications, and law. Prerequisite: PSY 101.

### **PSY 232 Biopsychology (3 credits)**

A study of the basic concepts of the biological bases of behavior. The impact of methods and technology on research findings will be investigated, and the relationship between nervous and endocrine system structure and function in animal and human behavior will be examined. Prerequisite: PSY 101. (Offered every year, generally Fall semester.)

### **PSY 243 Sensation, Perception, Cognition, and Action (3 credits)**

An introduction to concepts and research methods in psychophysics, perception, attention, learning, memory, language, motor behavior, and thought. Issues of historical importance and contemporary interest will be explored. Prerequisite: PSY 101. (Offered every year, generally Spring semester.)

### **PSY 245 Behavior Pathology & Therapy (3 credits)**

A study of the major forms of psychopathology including anxiety and stress reactions, depression and suicide, schizophrenia, and personality disorders. Examination of theory and research on the origins, symptoms, and treatment of pathology with consideration given to social conditions affecting maladaptive behavior. Prerequisite: PSY 101. (Offered every year, generally Fall semester.)

### **PSY 251/351 Psychology of Speech and Language (3 credits each)**

An overview of the perception and production of speech and the nature and processing of human languages, including comparisons between language and animal communication systems and between native and non-native language learning. The biological bases of human speech and language will be considered, as will the cognitive mechanisms used in producing and understanding language. Prerequisites: PSY 101 is a prerequisite for students enrolled in 251; PSY 101 and 202 are prerequisites for students enrolled in 351.)

### **PSY 260 Psychology in Legal Contexts (3 credits)**

This course will emphasize psychological theory and principles as applied to police work, jury dynamics, civil commitment, forensic assessment of competency and insanity, eyewitness identification and testimony, the psychology of victims, and treatment in the correc-

tional system. Psychological “tools” such as hypnosis, voiceprints, anatomically correct dolls, and lie detectors will also be discussed in the context of their utility and accuracy.

### **PSY 315 Counseling Psychology I (3 credits)**

Basic processes of counseling (e.g., listening skills, rapport building, and reflection) are discovered through theoretical study and role-play. These processes will be considered in light of specific behavior and adjustment problems. Students will be expected to begin and continue a life-long process of self-evaluation as a person in a helping role. Prerequisite: PSY 101 and either PSY 220, 230, 245 or permission of instructor.

### **PSY 325 Drugs and Behavior (3 credits)**

An examination of the biochemical and physiological systems that mediate the effects of psychoactive drugs on behavior and mental processes; consideration of the biological, psychological, and sociological explanations for drug use/abuse; classification systems: how and why specific drugs work; regulatory and legal issues; drug use among special populations (adolescents, women, athletes, HIV/AIDS); and issues of education, prevention, and treatment. Prerequisite: PSY 101, CHE 201, BIO 201 or BIO 221.

### **PSY 331 Social Psychology (3 credits)**

Examination of the effects of social and cultural context on the behavior of individuals, including topics such as social cognition, attitude formation and change, conformity, cooperation and competition, aggression, altruism, prejudice, interpersonal relationships, and environmental psychology. Attention will be given to classic and contemporary research in social psychological phenomena. Prerequisites: PSY 101 and PSY 202. (Generally offered every other year.)

### **PSY 335 Organizational Behavior (3 credits)**

Integrates the study of social psychology and management, and applies knowledge from these areas to understand behavior of individuals working together in groups. Topics include leadership and power, group decision-making, communication, conflict resolution, motivation, and group socialization and development. Prerequisites: PSY101, B/E 120 or B/E 325.

### **PSY 337 Personality Theory and Research (3 credits)**

The study of current and classical theories of personality and advances in personality research. Prerequisites: PSY 101 and PSY 202. (Generally offered every other year.)

### **PSY 343 Learning and Motivation (3 credits)**

This is a course designed to develop an understanding of the elementary principles of learning and motivation, and of how experience and biology interact to organize, activate, maintain, and change behavior. Students will explore the nature of change due to learning and seek generic principles of adaptive change. Topics covered will include classical and operant conditioning, reinforcement, punishment, forgetting, vicarious learning, individual differences, attention, drives, instincts, aggression, achievement, attitudes, affiliation, attraction, and emotion. Prerequisites: PSY 101 and either junior standing or permission of instructor.



### **PSY 360 Psychological Evaluation & Assessment (3 credits)**

This course focuses on psychological testing and the statistical, psychometric, and ethical concepts that are incorporated in this area of psychology. The course will blend theoretical and applied material, providing students with a rationale and a basic understanding of the assessment process. Included will be a basic review of techniques and instruments used in psychological testing (e.g., intelligence tests, personality tests). Additionally, the course will prepare students to be informed consumers as test users or test takers. Prerequisites: PSY 101, MAT 205, PSY 202.

### **PSY 365 Casework Management (3 credits) Sandhills Campus Only**

Casework managers work to verify that clients are being appropriately served by service resources. Theory and practice in collecting social histories, developing treatment plans and monitoring those plans once enacted will be examined. Standards of ethical conduct in client-caseworker relationships will be presented, and the rationale for these standards will be discussed. The role of casework manager in a human services team, and the impact of cultural and socioeconomic forces on service delivery and effectiveness will also be considered. Prerequisite: PSY 101 Introduction to Psychology.

### **PSY 379 Social Science Research Methods (3 credits)**

#### **\*\* Sandhills Campus Only**

Introduction to the basic concepts of the research process in social science. The course will emphasize experimental and survey design and will include collecting and analyzing data, program evaluation, and writing research reports. Prerequisite: B/E 364 Quantitative Methods or equivalent statistics course.

### **PSY 415 Counseling II (3 credits)**

A continuation of PSY 315. Advanced processes of counseling will be discovered through theoretical study and role-play. Greater focus will be placed on assessment and intervention, in contrast to PSY 315. Students will be expected to continue the life-long process of self-evaluation as a person in a helping role. Prerequisite: PSY 315.

### **PSY 433 Cognitive Neuroscience (3 credits)**

An in-depth study of the science that seeks to comprehend the relationship between brain and mind, moving from a knowledge of nerve cell structure and function to a level of understanding how biological events give rise to behaviors and consciousness. The course will consider the biological bases for higher-level perceptual functions, attention, memory, language, motor control, and consciousness, and will include study of the roles of cerebral lateralization and specialization, executive functions and the frontal lobes of the brain, and plasticity. Prerequisites: PSY 101 and PSY 202.

### **PSY 434 Perception (3 credits)**

Focused examination of theories and research in perception, with major aims being analysis and synthesis of research data and evaluation of empirical studies and of theory. Overview of the sensory systems, of advanced methodologies as applied to sensory-perceptual processes and selected topics of special interest. Prerequisites: PSY 101 and PSY 202.

### **PSY 438 Applied Psychology (3 credits)**

Advanced study of the interface between psychological research and principles, and contemporary social issues. Topics to be considered include adult life styles and physical and

psychological health, environmental influences on behavior and emotions, attachment and loyalty to groups, reliability and admissibility of lie detector tests, credibility of eyewitness testimony, decision-making, job satisfaction, motivation, and leadership. Prerequisites: PSY 101 and PSY 202.

### **PSY 440 Psychology of Persuasion & Influence (3 credits)**

In contemporary society, we are faced with continuing attempts to persuade and influence us to think, feel, and act in particular ways. This course addresses classic and contemporary theories and research regarding influence and persuasion from areas such as: media advertising and marketing, film, music, consumerism, politics, the internet, cult indoctrinations, health care, the environment, groups in action, and cultural values. Prerequisites: PSY 101, PSY 202 or BE 333 or BE 364, or permission of instructor.

### **PSY 445 History & Systems (Senior Seminar) (3 credits)**

A consideration of the philosophical and empirical foundations of psychology and the contribution of the various systems of psychology to understanding human and animal behavior. A synthesis of knowledge and skills expected of the undergraduate psychology major is emphasized. Prerequisites: PSY 101, PSY 202, senior standing, or consent of the instructor. (Offered every year, generally in the Spring semester)

### **PSY 390/490 Special Topics in Psychology (1-3 credits each)**

### **PSY 391/491 Honors in Psychology (3 credits each)**

### **PSY 395/495 Internship in Psychology (1-3 credits each)**

### **PSY 398/498 Research or Teaching Practicum (1-3 credits each)**

## **Public History Courses (see History)**

## **Religious Studies Courses**

### **RS 100 Quest for Religious Meaning (3 credits)**

The field of religion explores the ultimate questions of human being, meaning, and value. How did the world come to be as it is? Why is there pain and suffering? Is there a plan for individual life, for human history, for the world? Is the cosmos in which we live fundamentally hostile, neutral, or caring and supportive of our being? This course examines a variety of methods used for responding to such questions within the academic study of religion. It inquires into major themes of various religions and addresses critical issues in religion and ethics with regard to their impact upon our lives today. Recommended as a first course in religious studies. (Fulfills Humanistic Perspective breadth requirement.)

### **RS 209 The Bible Today (3 credits)**

This course is an introduction to the Bible as a whole and to biblical studies as an academic discipline. The cultural background, major events, sources, literary genres, persons, themes, and beliefs of both Old Testament and New Testament will be explored through the study of representative biblical texts and the use of secondary sources. The widely

accepted methods of current historical biblical scholarship will be employed. (Fulfills Humanistic Perspective breadth requirement.)

### **RS 219 Spiritual Journey (3 credits)**

Students will be encouraged to explore ways in which the experience of men and women in history have shaped their convictions and how, in turn, their religious convictions informed their interpretation of their own experience. There will also be an opportunity to consider the implication that this interaction of faith and experience may hold today. Readings will be chosen from the writings of Francis of Assisi, Mechtilde of Magdeburg, Julian of Norwich, Teresa of Avila, Martin Luther, and John Calvin.

### **RS 220 Ethical Topics (3 credits)**

Depending upon the needs and interests of students, this course will explore a range of issues with ethical implications for persons of faith, including such topics as sexual ethics, “matters of life and death” (abortion, eugenics, euthanasia), and ecotheology. (Fulfills Humanistic Perspective breadth requirement.)

### **RS 221 Introduction to Christian Education (2 credits)**

A blend of class work and field experience, this course serves as a general introduction in which each student will develop his/her own philosophy of Christian Education, informed by major thinkers and trends in the discipline.

### **RS 222/322 Religion in Stories, Plays and Films (3 credits each)**

An exploration of religious questions and affirmations as these are encountered in selected novels, short stories, plays, and films. (Fulfills Humanistic Perspective breadth requirement.)

### **RS 223/323 Religion and Psychology: Freud, Transactional Analysis, and Jung (3 credits each)**

An in-depth exploration of the relation between religion and psychology as reflected in selected works of Sigmund Freud, Transactional Analysts, and Carl Jung in dialogue with representative 20th century, mostly mainstream Protestant, theologians (e.g. Richard Niebuhr and Paul Tillich). (Fulfills Humanistic Perspective breadth requirement.)

### **RS 241 Religion in the Middle East (3 credits)**

An introduction to the role religion (Judaism, Christianity, and Islam) has played, from ancient times to the present, in the troubled history of the Middle East. Focus upon contemporary Israel, the Palestinians, Christians within Israel, and Israel’s Arab/Muslim neighbors. (Fulfills Humanistic Perspective OR International Perspective breadth requirement.)

### **RS 244/344 Religions of India and South Asia (3 credits each)**

An introduction to the origins, historical developments, basic beliefs and practices of Hinduism (India) and Theravada Buddhism (Sri Lanka). (Fulfills Humanistic Perspective OR International Perspective breadth requirement.)

### **RS 246/346 Religions of China (3 credits each)**

An introduction to the origins, historical developments, basic beliefs and practices of Taoism, Confucianism, and Mahayana Buddhism in China. (Fulfills Humanistic Perspective OR International Perspective breadth requirement.)

## **RS 247/347 Religion and Psychology: Humanist, Behaviorist, and Developmental Schools (3 credits each)**

An in-depth exploration of the relation between religion and psychology as reflected in selected works of Abraham Maslow, Gordon Allport, and B.F. Skinner in dialogue with representative 20th century, mostly mainstream Protestant, theologians. (Fulfills Humanistic Perspective breadth requirement.)

## **RS 250 /350 Topics in Pastoral Theology (2 credits each)**

Responsive to the interests of students and departmental faculty, this course will focus upon topics relating theology to concrete human experience, such as: Deadly Sins and Lively Virtues; Theology of the Body; Theology of Emotions; and Pastoral Care. (Partially fulfills Humanistic Perspective breadth requirement.)

## **RS 255 Issues in Women and Religion (3 credits)**

This course examines a range of issues pertinent to the intersection of gender and religious studies. Students will discuss the impact that feminist studies has had upon religious studies, explore the development of attitudes toward women in several of the world's great religious traditions, and examine the current role of women within those traditions. (Fulfills Humanistic Perspective breadth requirement.)

## **RS 329 Ministry with Children (2 credits)**

This course focuses on the specific challenges and opportunities in educational programming for children in a Christian context. Field experience will supplement classroom study and discussion. Prerequisite: Introduction to Christian Education, or permission of instructor.

## **RS 330 Ministry with Youth (2 credits)**

This course focuses on the distinctive challenges and opportunities in programming for youth in a context of shared ministry. Field experience will supplement classroom work. Prerequisite: Introduction to Christian Education, or permission of instructor.

## **RS 331 History of Christian Thought (3 credits)**

This course explores the sweep of ideas, people, cultural influences, and socio-political forces at work in shaping Christian thought and practice from the 1st century to the Reformation. Particular issues, theologians, movements, or historical periods will be selected for emphasis according to the special interests of students and faculty. (Fulfills Humanistic Perspective breadth requirement.)

## **RS 340 The Pentateuch (3 credits)**

A contemporary scholarly exploration of the first five books of the Hebrew Bible using the widely accepted methods of undergraduate academic biblical study: historical recollection, literary analysis, and theological interpretation. (Fulfills Humanistic Perspective breadth requirement.)

## **RS 341 Hebrew Prophets (3 credits)**

Historical, literary, and theological study of the classical (8th-9th centuries BCE) prophets of ancient Israel, preserved in the Tanak (the Hebrew Bible). (Fulfills Humanistic Perspective breadth requirement.)

### **RS 342 The Synoptic Gospels (3 credits)**

The origins, sources (both oral and literary), formations and literary relations of the gospels of Matthew, Mark and Luke; reflections on theological themes in these early Christian documents; and, a brief introduction to the question of the historical Jesus are among the topics covered in this course. (Fulfills Humanistic Perspective breadth requirement.)

### **RS 343 The Life and Letters of the Apostle Paul (3 credits)**

Historical, literary, and theological study of the writings of Paul in the New Testament canon. (Fulfills Humanistic Perspective breadth requirement.)

### **RS 348 Hebrew Psalms and Wisdom Literature (3 credits)**

Historical, literary, and theological study of the psalms and wisdom literature of ancient Israel in the Tanak (Hebrew Bible) and the continuing Christian community. (Fulfills Humanistic Perspective breadth requirement.)

### **RS 349 Johannine Literature (3 credits)**

Historical, literary, and theological study of the New Testament documents of the Gospel According to John, the letters of I John, II John, and III John, and the Apocalypse of John (or book of “Revelation”). (Fulfills Humanistic Perspective breadth requirement.)

### **RS 355 Women, Religion, and Social Change (3 credits)**

Women played a vital role in reform movements in the late 19th and early 20th centuries. This course focuses on the religious beliefs and ethical commitments that inspired women’s work toward social change. Readings for the course include selections from the writings of Angelina Grimke, Sojourner Truth, Elizabeth Cady Stanton, Anna Howard Shaw, Vida Dutton Scudder, and Ida Wells-Barnette. (Fulfills Humanistic Perspective breadth requirement.)

### **RS 360 Theological Roundtable I, II, III, IV (3 credits)**

This course will explore a range of contemporary world issues and the relevance of theological study for analyzing these issues. Relevant topics include: religion and the public forum, religious fundamentalism, globalization, nationalism, and peace and war. Depending upon the current social context themes addressed in the course will change.

God, Evil and Suffering

God and Democracy

God, Peace and War

God and Globalization

### **RS 365 Modern Christian Theology (3 credits)**

Through the works of major 20th century theologians, this course analyzes a variety of trends in modern Christianity, including such perspectives as neo-Orthodox, process, and feminist thought. The emphasis will be on understanding theology as a critical and systematic discipline wherein affirmations about the nature of God and humanity entail logical, philosophical, doctrinal, and ethical consequences. Prerequisite: RS 331 or permission of the instructor.



## **RS 370 The Role of Religion in the Southern Ethos (3 credits)**

Beginning with the colonial period and concluding with the presidential election of 2004, this course will trace historically the substantive role religion has played in the creation of what is identified in several disciplines as the “Southern Ethos.” Topics include: Religion in the Colonial South, Afro-Caribbean contributions to slave religion, the evangelization of slaves and plantation religion, religion and the Civil War, religion in the Postbellum South, the origins and development of Southern Evangelicalism, the Great Awakening of the 18th Century and the rise of Fundamentalism, Appalachian Religion, distinctive contributions from Judaism and Roman Catholicism, mainstream Protestantism in the 20th Century, the religious complexion of extremist groups, popular religion (e.g., “the religion of Elvis”), religion Black and White in the Civil Rights Movement, and the religious factor in contemporary southern politics. Readings include excerpts from secondary scholarly works of history, literature, sociology and religion and primary sources such as novels, short stories, essays, sermons and tracts. In addition to lectures and class discussions, selected recordings of music (e.g., Negro Spirituals, African-American Gospel, Southern White Gospel) will be used and selected films, both dramatic and documentary, will be viewed and discussed.

## **RS 453 Senior Portfolio (1 credit)**

Each graduating major in religious studies will be required to present a portfolio to the faculty of the department for discussion at the conclusion of the final semester of the student's senior year.

## **St. Andrews General Education Courses (SAGE)**

### **SAGE 100 Quest I (3 credits)**

Quest I introduces students to the College's general education program. There are three units: Know Thyself, Encountering the Other, and The Examined Life. Through intellectually stimulating readings, lectures, and discussions students will be challenged to think critically, communicate effectively, and develop an interdisciplinary view of lifelong learning. In the process, the students will begin situating themselves as global citizens.

### **SAGE 110 Writing Workshop I (3 credits)**

This course begins with an examination of strategies for constructing effective paragraphs, and moves to the composition of multi-paragraph essays in descriptive, analytic, and comparative forms. Students will work as needed on areas of mechanics, grammar, and syntax, and will take all major papers through a process of drafting and significant revisions. Sage 110 is required of all St. Andrews students unless exempted based upon a qualifying score on the verbal SAT or ACT.

### **SAGE 111 Writing Workshop II (3 credits)**

This course moves students from informative to argumentative writing, focusing on the ability to construct and defend a thesis using supporting evidence from properly documented library research. Additional emphasis will be given to revisions attentive to matters of word choice and style. Students in this course are expected to resolve problems of grammar and syntax independently. This material may be taught as part of a disciplinary course selected from one or more of the disciplines identified in the St. Andrews College catalog. Prerequisites: SAGE 110 or qualifying score on the verbal SAT or ACT. Required of all students.

### **SAGE 109 Writing Center (1 credit)**

Students may be directed to add SAGE 109, a 1-credit supplement to SAGE 110 and/or SAGE 111, by means of which additional assistance is provided at the duPont Academic Resource Center.

### **SAGE 200 Quest II: Vital Stories, Ancient to Early Modern (3 credits)**

An examination of several stories historically reflective of the various world cultures that told them. We will explore these stories for what they disclose of those cultural eras, and we will examine contemporary texts and artifacts for the light they shed on the worlds of the storytellers. The diversity of cultural eras we study will give us some sense of the variety of ways we humans have defined our moral values and relational lives, both mundane and transcendent.

### **SAGE 381 Transitions (1 credit)**

This course is designed to help the student with issues relating to transitioning into the world of work, graduate school, or professional school. It will involve weekly workshops and seminars. Required of all students.

### **SAGE 400 Quest III: Contemporary Global Issues (3 credits)**

SAGE 400 is the capstone course in the General Education program. It requires the students to draw on the knowledge and skills acquired in earlier General Education courses and their majors in order to understand complex global problems and develop ethically sensitive responses to these problems. This course focuses on major world issues that impact both individuals and communities. This course aims at honing the communication skills learned in previous years and at developing the decision-making skills necessary for responsible citizenship. Students will also produce an integrative research paper. Normally taken in the Fall Semester of the senior year. Required of all students.

## **Southern Studies Courses**

### **SOS 210 Introduction to Southern Studies (3 credits)**

This interdisciplinary course will serve as the cornerstone of the St. Andrews program in Southern Studies (SOS), while focusing on academic approaches to the fundamental concerns in the study of the American South, such as regional distinctiveness, southern history, religion, race, gender, politics, folkways, and artistic expressions of "Southernness". In this survey course, students will be expected to demonstrate an ability to converse in both academic and cultural modes of exploration regarding Southern distinctiveness and influence in contemporary America. This course meets either the Social Science or Humanities Perspectives requirement.

### **SOS 415 Southern Studies Seminar (3 credits)**

Required of all Southern Studies majors; taken in the senior year. Strongly recommended for minors. This course is an exploration of the interdisciplinary scholarship that comprises Southern Studies. Students will apply learning in the major to a broad analysis of concerns regarding the American South while also developing independent research through a focused, disciplinary project. Students will also prepare a portfolio with samples of their scholarship in the major.

## **Spanish Courses**

### **SPA 151 Spanish Language I (3 credits)**

This is an entry-level course in Spanish that assumes no prior knowledge of the language. The course can stand alone and provides a significant introduction to the language, although ideally it would be taken as a two-course sequence with SPA 152. The focus is on development of basic communicative ability in the four language skills (listening, speaking, reading and writing), the acquisition of basic grammar and vocabulary, and on the use of the language in everyday situations. An introduction to the cultures of the Spanish-speaking world is included. The course assumes very active participation by the student.

### **SPA 152 Spanish Language II (3 credits)**

This course is a suitable beginning point for students who have previously mastered some of the fundamentals and are able to resume their study at a somewhat higher level. It uses the same four-skills approach as SPA 151. The course opens with a brief review of essential grammatical structures and vocabulary from SPA 151. It then moves to the acquisition and use of more sophisticated language structures and additional, general vocabulary appropriate to everyday situations. An introduction to the cultures of the Spanish-speaking world is included. The course assumes very active participation by the student. Prerequisite: Spanish 151 or equivalent.

### **SPA 251 Practical Spanish Conversation (3 credits)**

This course stresses oral communication in Spanish. Topics deal with daily life, travel, education, shopping, and other situations common to the traveler. Prerequisite: Spanish 152, or permission of instructor.

### **SPA 252 Spanish Composition (3 credits)**

Students develop from single sentence writing to longer forms of written expression, from guided compositions to freer paragraphs. Attention is given to differences between verb tenses and to idiomatic expressions. Review of grammar as necessary. Prerequisite: Spanish 152, or permission of instructor.

### **SPA 253 Spanish Readings (3 credits)**

This course helps students bridge the gap from oral language to the written word. Readings from a variety of sources. Emphasis is on reading and interpreting rather than on translation. Designed for students wanting to develop a reading knowledge of Spanish or to prepare for graduate study in any field. Prerequisite: Spanish 152, or permission of instructor.

### **SPA 254 Commercial Spanish (3 credits)**

An introduction to Spanish as used in business and commerce. Emphasis is on technical vocabulary, business writing, exchange of information, and export-import. Prerequisite: Spanish 152, or permission of instructor.

### **SPA 331 Spanish Culture and Civilization (3 credits)**

An introduction to the history, art, culture, and literature of Spain to the present, with emphasis on contemporary Spain. Taught in Spanish. Prerequisites: Two 200-level courses in Spanish, or permission of instructor.

### **SPA 332 Spanish-American Culture and Civilization (3 credits)**

An introduction to Spanish-American history, art, culture, and literature to the present, with emphasis on contemporary Spanish America. Prerequisites: Two 200-level courses in Spanish or placement by the department.

### **SPA 351 Survey of Hispanic Literature (3 credits)**

An introduction to many outstanding Spanish-language writers of varied periods. In addition to reading, students learn of important literary movements in Spanish-American literature. Students learn to analyze and interpret literature. Prerequisites: Spanish 253 and one other 200-level course in Spanish, or permission of instructor.

### **SPA 353 Advanced Conversation (3 credits)**

Students move from controlled situational speaking to more independent, free speaking. Assigned and free topics for oral presentations. Some extemporaneous speaking. Prerequisites: Spanish 251 and one other 200-level course, or permission of instructor.

### **SPA 451 Advanced Composition (3 credits)**

Emphasis in the course is on free composition on a variety of topics. Attention will be given to subtleties of stylistic expression. All regular verb tenses should be mastered by the student. Prerequisites: Spanish 252 and one other 200-level Spanish course, or permission of the instructor.

### **SPA 452 Special Topics in Literature (3 credits)**

For students who already have a general knowledge of Hispanic literature, this course focuses on specific authors, genres, movements, or themes. Students may repeat this course under different topics. Prerequisite: Spanish 352 or permission of the instructor.

## **Sport Studies Courses**

### **SS 120 Health and Wellness (2 credits)**

A course designed to introduce the content and methods of having a healthy lifestyle for one's body, mind and spirit throughout the aging process. Students will analyze his/her current lifestyle in fitness and wellness and how to develop a program for increasing or maintaining a healthy lifestyle. Healthy issues and topics included but not limited to exercise, diet and nutrition, stress management and making healthy decisions. A special emphasis will be given to total wellness concepts. This course includes a combination of lectures, research and physical activity.

### **SS 211 Introduction to Recreation (3 credits)**

An introduction to the basic concepts of organized recreation including its philosophy, history, programs, facilities, and leadership. Students will learn the different sectors and areas of programming in recreation. Areas of interest that will be explored but not limited to would be recreational sports, fitness, health, and outdoor recreation.

### **SS 215 Skill Analysis: Individual Sports (2 credits)**

An introductory course in which the students become acquainted with the basic skills, rules, and terminology of various individual sports — badminton, pickle ball, racquetball, tennis, golf, etc. Emphasis will be on performance skill development, the development of

original games, and the opportunity to teach and analyze the various sport skills utilized in the sports studied.

### **SS 216 Skill Analysis: Team Sports (2 credits)**

An introductory course designed to subject the student to the basic team concepts and team building skills, rules, and terminology of various team sports - basketball, volleyball, soccer, softball/baseball. Opportunities to teach and analyze the various team sport skills will be a major emphasis.

### **SS 217 Skill Analysis in Swimming (2 credits)**

An introductory course in which the student becomes acquainted with water safety issues, approaches to enable students to overcome a fear of the water, and the analysis of the skill development necessary to learn to swim. Students will gain practical experience in the teaching of swimming by working with the Scotland County fourth grade swimming program as teaching assistants. Prerequisites PE 210 or Red Cross Certification at the Swimmer Level or above.

### **SS 218 Skill Analysis Gymnastics and Dance (2 credits)**

A course designed to introduce the content and methods for instructing gymnastics and dance courses. Training principles for teaching various forms of dance, gymnastics and conditioning for these skills are presented through lecture and activity.

### **SS 227 Community Health, First Aid and CPR (2 credits)**

An introduction to current issues of health, personal and social needs of the individual and the community. Two independent but related focuses are (1) multiple dimensions of health and (2) the development of the tasks of the College student. Also, the principles and applied techniques of first aid and cardiopulmonary resuscitation for home, school, and community are provided. Red Cross Certification in first aid and CPR will be attainable. A fee is required for this course.

### **SS 231 Foundation and Principles of Physical Education and Sport (3 credits)**

This course focuses on the foundations and principles relating to the history, philosophy, profession, and discipline of physical education and sport in the United States. Career opportunities in physical education and sport are explored.

### **SS 233 Methods of Teaching Physical Education and Health in the Elementary School (3 credits) \*\*\***

An examination of the materials and instructional strategies appropriate for teaching physical education and health in grades K-6. Emphasis is placed on teaching fundamental motor skills and promoting personal fitness through a variety of activities including dance, tumbling, human movement, and games. Students will also examine methods for developing positive attitudes, behaviors, and concepts for living healthy lives. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: Formal admission to Teacher Ed required.

### **SS 233L Field Experience Teaching Healthful Living Education in the Elementary School (1 credit)**

Prerequisite: Senior standing or permission of instructor.



### **SS 234 Adapted Physical Education, Sport and Recreation (3 credits)**

This course will provide information regarding needs, characters and trends in physical education, recreation and sporting activities to people with disabilities. Introduction in application of methods for adapting activities and programs to accommodate people with disabilities. This course will examine effective strategies and field experiences.

### **SS 237 Care and Prevention of Athletic Injury (3 credits)**

An introductory to the basic principles and techniques applied in the prevention and treatment of athletic injuries. Students become acquainted with athletic training, emergency medical treatment, equipment and supplies.

### **SS 310 Foundations in Sport Coaching (3 credits)**

Focuses on the foundations and principles of coaching individuals and team sports from elementary grades, high school, College intramurals, and parks and recreation leagues. This course encompasses an overview and application of the responsibilities of a coach in sport fundamentals - drills, strategy, philosophy, ethics, physiology, biomechanics, psychology, and sport medicine. Prerequisite: Junior standing.

### **SS 320 Foundations of Officiating (3 credits)**

Concentrates on the aspects of officiating which include: characteristics of good officials, psychological components, benefits of officiating, methods, techniques and levels of officiating. Students will have officiating opportunities through intramural athletic events, varsity practices and scrimmages, parks and recreation leagues, and youth sports within the local community. Prerequisite: Junior standing.

### **SS 325 Kinesiology and Biomechanics (4 credits)**

A study of the principles of human movement and application of skill analysis to the improvement of performance combined with an introduction to the principles of mechanical analysis in the study of anatomical and functional human movement. Particular emphasis on the analysis of techniques applied in sports. Prerequisite: BIO 221.

### **SS 333 Methods of Teaching Physical Education and Health in the Secondary School (3 credits) \*\*\***

An examination of the materials and instructional strategies appropriate for teaching physical education and health in grades 7-12. Emphasis is placed on teaching the skills and behaviors that promote physical fitness, lifetime activities, and a healthy lifestyle. A field experience will place students in a school setting for observation and with limited teaching responsibilities. Prerequisite: Formal admission to Teacher Ed required.

### **SS 333L Field Experience Teaching Healthful Living Education in the Secondary School (1 credit)**

Prerequisite : Senior standing or permission of instructor.

### **SS 335 Foundations of sport Management (3 credits)**

This introductory course investigates the integration of business management principles into organizations whose primary focus is in physical education, athletics, fitness or sport business. Areas of focus will include the foundations and principles of management theory,

leadership techniques, administrative philosophy, sports ethics, budgeting, legal liability, facility management and human relations. Prerequisite: SS 231, Junior or Senior standing.

### **SS 350 Event and Facility Management (3 credits)**

Students in this course will learn the guidelines for designing, constructing, maintaining, scheduling, and managing sporting or recreational facilities. Factors will be discussed that involve obtaining, running, and managing sporting and recreational events. Prerequisite: SS 231 or permission of the instructor, Junior or Senior standing

### **SS 368 Sport Sociology (3 credits)**

This course is a study of sport from a social perspective taking into account factors of race, gender, religion, nationalism, history and philosophy as they relate to the growth and development of the sport experience, with particular emphasis on the American socio-cultural structure. Prerequisite: SS 231, Junior or Senior standing.

### **SS 380 Sport Marketing (3 credits)**

The course will examine the application of basic marketing theory to collegiate and professional sport, events, commercial and public organizations, sporting goods and the sport enterprise in general. In addition, the course will require the student to define and apply key marketing concepts and strategies within various settings. Prerequisite: SS 231, B/E 312, Junior and Senior standing.

### **SS 402 Exercise Physiology (3 credits)**

Covers the theoretical foundations of this sub-discipline of physiology by studying ways in which the body functionally responds, adjusts, and adapts to exercise in an effort to maintain "homeostasis." Lecture combined with laboratory. Prerequisite: BIO 221: Human Anatomy and Physiology I.

### **SS 410 Organization and Administration of Physical Education & Sport (3 credits)**

This integrative course will expose the student to the principles of business, organizational behavior and management and encourage application of the knowledge from these areas to sport-specific organizations, including non-school programs. Topics to be covered include program development, office management and staffing, facility management, logistics, fiscal responsibility, motivation, communication and policy development. Prerequisite: SS 231, Junior and Senior standing.

### **SS 423 Fiscal Management (2 credits)**

This course will provide students with an extensive focus on the budgetary process. Students will examine the importance of line-item budgeting and methods of supplementing inadequate budgets through fund-raising efforts. Students will be required to develop budgets for athletic teams, PE programs, and a variety of physical activity programs. Students will be expected to gain full knowledge of the financial process of athletic and PE programs. Prerequisites: SS 410 and/or BE 209.

### **SS 470 Ethics in Sport and Recreation (3 credits)**

This course introduces students to the major topics, trends, problems and issues

involved in athletics, sport and recreation management. It is designed to assist students examine values, moral reasoning skills and develop a personal philosophical approach to ethics in sport and recreation. Major moral/ethical issues within sport and recreation are researched and discussed. Students experience the ethical decision-making process through opportunities for critical thinking by drawing upon their philosophical bases. Prerequisite: SS 231 or permission of the instructor, Junior or Senior standing

**\*\*\* Must be formally admitted to the Teacher Education Program.**

## **Therapeutic Horsemanship Courses**

### **TH 155 Introduction to Therapeutic Horsemanship (1 credit)**

An experience that enables students to obtain hands on participation in a therapeutic horsemanship program. Students receive volunteer training prior to assisting in a therapeutic horsemanship class. Students will maintain a log about their experience that will be turned in for feedback. This course is a prerequisite for all other therapeutic horsemanship courses and equine studies courses.

### **TH 246 Therapeutic Horsemanship Principles and Concepts (3 credits)**

In this introductory course to Therapeutic Horsemanship, basic information about the history of Therapeutic Horsemanship, the organization and administration of programs, training volunteer helpers, selecting and training horses, developing a TH facility, conducting publicity, public relations and fund-raising activities, choosing a rider population and learning special mounting procedures will be explored. Students will have the opportunity to participate in a variety of hands-on experiences. Students will also conduct basic facility assessments and horse evaluations.

### **TH 268 Training the Therapeutic Riding Horse (2 credits)**

This course will focus on the selection, evaluation, and training of horses used in a therapeutic riding program. The student will have the opportunity to explore the horse's behavior, personality, and training and how it relates to therapeutic riding. The student will determine training goals and objectives and maintain progress notes for the assigned horse. The student is expected to work with his/her assigned horse at least 2 times per week in addition to scheduled class meeting. Additional instructor/student meetings as needed. Fee required for the course. Prerequisite: Hilltopper Riding Rank- SAPC Equestrian Manual and Junior standing or permission from instructor.

### **TH 346 Advanced Techniques in Therapeutic Horsemanship(4 credits)**

This course will focus on the Therapeutic Horsemanship Instructor. All of the aspects of being an effective instructor will be covered, including voice production, body language, dress, and non-verbal communication. In addition to lectures and laboratory, students will learn how to assess riders, assign volunteers, and use mounts for therapeutic benefit. This course will also address the role of the TH instructor in a team setting. OSHA and ADA information will be reviewed for its applicability to TH activities. Prerequisite: TH 246.

### **TH 347 TH Program Management: Administration (2 credits)**

This course will focus on the administration of the therapeutic horsemanship program through hands-on participation. The student will create a strategic plan; recruit, retain, and reward volunteers; promote the horsemanship riding program through public relations and marketing activities; organize and conduct a fund-raising event; determine goals, objectives, and time lines; and write and present Board of Director Reports. Prerequisite: TH 246.

### **TH 348 TH Program Management: Teaching (3 credits)**

This course will focus on teaching in a therapeutic horsemanship program. The student will organize and teach lessons to persons with disabilities, assign students, horses, and volunteers, train volunteers, maintain progress notes, and interact with parents, teachers, and other professionals. Prerequisite: TH 346.

### **TH 465 Therapeutic Horsemanship Issues and Ethics (3 credits)**

This course will survey a variety of current issues and topics within the national and international fields of therapeutic horsemanship. The students will review and discuss ethics in therapeutic riding. Problem solving, research, and critical thinking will be emphasized to provide students with skills to make sound judgments concerning issues and ethics in therapeutic horsemanship. Prerequisites: TH 246, TH 346, and junior standing

### **TH 466 Survey of Specialties in Therapeutic Horsemanship (2 credits)**

This course will provide in-depth surveys of specialty areas in therapeutic horsemanship. Specialties include: Hippotherapy, Equine Facilitated Therapy, Competition, Vaulting, Driving, Adult Riders, Education, Recreation and Leisure, and the Animal-Human Bond. NARHA sections and other national and international organizations will be discussed. Prerequisites: junior standing.

## **Women's Studies Courses**

### **WS 101 Introduction to Women and Gender Studies (3 credits)**

An interdisciplinary, team-taught course that provides students with the tools necessary to critically analyze gender roles and how they are shaped by social, economic, religious, political and scientific influences.

### **WS 200 Feminist Theory (2-3 credits)**

This course explores the historical development of feminist theory and its impact upon academic disciplines. Students are encouraged to begin investigating new methods of doing research.

### **WS 400 Senior Thesis Project (1-3 credits)**

In consultation with designated faculty contacts, students will design and propose a senior project formulated to synthesize their study of feminist theory with their disciplinary interests.

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## 2006-2007

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Carla Wennberg, B.S., Equestrian Staff and Western Coach  
Laura Kellam, B.A., D.V.M., Veterinarian-in-Residence  
Bobby Holt, Maintenance Supervisor, Equestrian Program  
Dale McDavid, Facilities Manager, Equestrian Program  
Marsha Toyne, Coordinator of Operations and Administrative Assistant, Equestrian Program  
Patricia Kazmierski, Administrative Assistant, Mathematical, Natural and Health Sciences Division  
Sandy Abramowski, Administrative Assistant, Social and Behavioral Sciences Division  
Joan Stuart, Administrative Assistant, Department of Education  
Tasha Mehne, Administrative Assistant, Humanities and Fine Arts Division  
Rooney L. Coffman, B.A., Director of Logistics

## **Athletics**

L. Howard Reichner, B.A., M.P.A., Director of Athletics  
Elizabeth Hernandez, B.A. M.A., Associate Director of Athletics for Administration, NCAA Compliance Coordinator, Senior Women's Administrator, Assistant Coach of Women's Soccer  
William Carter, B.A., M.A., Associate Director of Athletics, Head Coach of Men's and Women's Tennis  
Gary Aycock, B.A., Head Coach of Men's and Women's Cross Country, Head Coach Men's and Women's Track  
Joe Baranik, B.S., M.S., Head Coach of Wrestling  
Kevin Buczek, B.S., Director of Sport Information  
Elizabeth Burris, B.A., M.Ed., Head Coach of Softball  
Chris Chaffinch, B.S., M.B.A., Head Coach of Baseball  
Millie English, Administrative Assistant  
Matt Ford, B.S., Facilities Manager and Assistant Director of Game Management  
Kristi Hall, B.S., M.S., Head Athletic Trainer  
Stevan Hernandez, B.A., Head Coach of Men's and Women's Soccer  
David Johnson, B.S., Head Coach of Women's Basketball and Director of Game Management  
Kelley Johnson, B.A., Assistant Coach of Volleyball  
Bryan Koprowski, M.S., B.S., Assistant Athletic Trainer  
Dan Kreiger, B.S., Head Coach of Volleyball  
Michael Lawson, B.B.A., M.A., Head Coach of Men's Lacrosse  
Billy Lee, B.A., B.S., M.A. Head Coach of Men's Basketball  
Richard Schueler, B.A., M.S., Assistant Coach of Men's Basketball  
Regina Varos, B.S., M.Ed., Assistant Athletic Trainer  
James Walters, B.S., M.S., Assistant Coach of Men's and Women's Cross Country, Assistant Coach Men's and Women's Track

## **Enrollment and Student Services**

Glenn T. Batten, B.A., M.Div., Vice President for Enrollment and Student Services and Dean of Students  
Kristi Rogers, Assistant to the Vice President for Enrollment and Student Services

## **Admissions**

Cynthia Robinson, B.A., Associate Dean of Admissions  
Kirsten Gallagher, B.S., Assistant Dean of Admissions  
Debbie Bell, B.A., Senior Admissions Counselor  
Erin Cooper, B.A., Admissions Counselor  
Tara R. Thomas, B.A., Admissions Counselor  
Emily Womble, Admissions Counselor  
Heather Brett, B.A., Coordinator of Communications and Special Projects  
Louise Mabry, Administrative Assistant

## **Financial Services**

Kimberly A. Driggers, B.A., Associate Dean of Financial Aid  
Shawn Caulder, Financial Planning Counselor and Loan Coordinator  
Melody Osteen, Financial Planning Counselor and Loan Coordinator

## **Student Services**

Jennifer Bruner, B.A., M.A., Assistant Dean of Students  
Richard V. Ritchey, III, B.A., Coordinator of Student Services  
Will Carr, B.A., Director of Student Activities  
Thornton Williams, Director of Campus Safety and Security  
Debbie Chavis, Housing Coordinator/Community Programs Coordinator

## **Counseling and Health Services**

Carmen Lentz, B.A., M.A., Director of Counseling  
Sue Grooms, R.N., Clinic Nurse  
Wynnafred H. Gay, Office Manager, Health and Wellness Center

## **Business Affairs and Administrative Services**

Harry Kraly, B.A., Vice President for Administration and Finance  
Lynn Walters, B.S., M.A., CPA, Assistant to the Vice President for Administration and Finance  
Meke Reese, B.A., Controller  
Sandy Benfield, A.S., Payroll/Benefits Coordinator  
Kay G. Cavendish, B.A., Student Billing/Staff Accountant  
Ellen W. Wright, Administrative Assistant to the Vice President for Administration and Finance  
Stephanie Stewart, Administrative Support Specialist

## **Computer Services**

Alan Brown, System Specialist  
Jeffrey Dahlgren, Junior Network Administrator  
Danny Phillips, Senior Network Administrator

## **Physical Plant/Purchasing**

Charles Winters, Director of Physical Plant  
Judy M. McCormick, Assistant Purchasing Agent  
Mildred P. Dickens, Administrative Assistant to Physical Plant  
Rudy Lavinier, Maintenance Supervisor  
Nick Rogers, Grounds Supervisor  
Roberta Pickard, Housekeeping Supervisor

### **Bookstore**

Janet Schilling, Director of Bookstore

Mark Murray, Assistant to Director of Bookstore

### **Administrative Support Center**

Andre Leach, Administrative Support Center Manager

### **Institutional Advancement**

Paul Baldasare, B.A., J.D., Vice President for Institutional Advancement

Linda J. Lewis, Administrative Assistant

Meredith T. Bounds, B.A., Director of Laurinburg Area Campaign

Rooney Coffman, B.A., Director of Photography

Gary P. Greene, B.A. M.B.A., Director of Communications

Minnie S. Hales, Director of Donor Records

Melissa C. Hopkins, B.A., Assistant Director of Communications

Susan M. Wentz, B.A., Director of Alumni Affairs

## **2006-2007 Faculty**

### **Full-Time Faculty**

(The date following the name indicates the year of appointment.)

#### **C. Albert Bardi (2001)**

Assistant Professor of Psychology. B.A., North Carolina State University, 1989; M.A., Ph.D., University of North Carolina at Chapel Hill, 1993, 1996.

#### **David J. Bell (2006)**

Assistant Professor of Creative Writing. B.A., Indiana University, 1992; M.A., Miami University, 2001; Ph.D., University of Cincinnati, 2005.

#### **Norman T. Boggs, III (1982)**

Associate Professor of Chemistry. B.A., Hamilton College, 1962; Ph.D., State University of New York at Buffalo, 1967.

#### **Richard Brett (2000)**

Associate Professor of Communication. B.A., Carleton College, 1984; M.A., University of Iowa, 1987; M.F.A., University of North Carolina at Greensboro, 1994.

#### **Joe Bunting (2003)**

Instructor in Economics. B.S., M.A., East Carolina University, 2001, 2003.

#### **Cornelius Bushoven III (1969)**

Professor of Politics. B.A., Davidson College, 1964; M.A., Ph.D., Duke University, 1967, 1971.

**Pamela Case (1996)**

Associate Professor of Psychology. B. A., M.A., Ph.D., Florida Atlantic University, 1971, 1975, 1996.

**Loren Cornish (2006)**

Assistant Professor of Accounting. CPA; A.A.S., State University of New York at Alfred, 1968; B.S., State University of New York at Albany, 1970; M.B.A., University of Maine at Orono, 1980.

**John Deegan, Jr. (2002)**

President of the College. Professor of Political Science. B.S., Evangel College, 1967; M.A., Ph.D. The University of Michigan, 1969, 1972.

**Mary Elisabeth Dendy (1999)**

Instructor in English. B.A., Emory and Henry College, 1983; M.A., Clemson University, 1986.

**Thomas M. Dickey (2004)**

Assistant Professor of Economics. S.S., Oklahoma State University, 1968; M.A., M.S., Ph.D., Michigan State University, 1974, 1974, 1980.

**Allen C. Dotson (1981)**

Professor of Mathematics and Physics. B.S., Wake Forest University, 1960; Ph.D., University of North Carolina at Chapel Hill, 1964.

**Pamela G. Ely (1995)**

Associate Professor of Psychology. B.A., Ohio Dominican University, 1989; M.A., Ph.D., Miami University, 1991, 1993.

**Barbara J. Frank (1990)**

Associate Professor of Mathematics. B.A., Wells College, 1972; A.M., Indiana University, 1975.

**Eugenia L. Freshcorn (2006)**

Assistant Professor of Education. B.A., M.Ed., Ed.D., University of North Carolina at Charlotte, 1973, 1978, 2000.

**Douglas W. Glass (2006)**

Assistant Professor of Business. B.S., Tennessee Technological University, 1975; M.B.A., Elon College, 1987; D.B.A., Nova Southeastern University, 2006.

**Joe T. Harris, Jr. (1998)**

Assistant Professor of Mathematics. B.S., Georgetown University, 1985; Ph.D., Stanford University, 1995.



**Kurt M. Hartman (2006)**

Assistant Professor of Biology. B.S., Bowling Green State University, 1997; Ph.D., Ohio University, 2005.

**Deborah Hawkins (2006)**

Assistant Professor of Philosophy. B.A., California State University, 1993; M.A., Ph.D., University of California at Irvine, 1998, 2003.

**Thomas Heffernan (2005)**

Visiting Professor of English. B.A., Boston College, 1961; M.A., University of Manchester, England, 1963; Ph.D., Sophia University, Tokyo, Japan, 1990.

**David F. Herr (2001)**

Assistant Professor of History. B.A., St. Andrews Presbyterian College, 1991; M.A., University of North Carolina at Greensboro, 1994; Ph.D., University of Illinois at Urbana-Champaign, 2002.

**Robert J. Hopkins (1983)**

Vice President for Academic Affairs and Dean of the College. Professor of Business and Economics. B.S., Tennessee Technological University, 1968; M.S., Ph.D., University of Tennessee, 1970, 1972.

**Larry W. Johns (2003)**

Assistant Professor of Writing. B.A., St. Andrews Presbyterian College, 1992; M.F.A., Georgia State University, 1998; Ph.D., Florida State University, 2003.

**Rita Dursi Johnson (1999)**

Library Director with the rank of Associate Professor. B.A., University of Alaska Anchorage, 1979; M.L.S., University of Washington, 1981.

**Saundra Parker Jones (2005)**

Assistant Professor of Education. A.B., Catawba College, 1971; M.Ed., Cleveland State University, 1979; Ed.S. (Reading), Appalachian State University, 1983; Ed.S. (Administration), Appalachian State University, 1987; Ed.D., Virginia Polytechnic Institute and State University, 1989.

**Laura Kellam (2004)**

Assistant Professor of Sport Studies and Veterinarian-in-Residence. B.A., Virginia Commonwealth University, 1989; D.V.M., VA-MD Regional College of Veterinary Medicine, 1997.

**Kristina P. Key (2004)**

Assistant Professor of English. B.A., John Brown University, 1994; M.A., University of Tulsa, 1996; Ph.D., University of Louisiana at Lafayette, 2003.

**Rona Leach (2005)**

Assistant Professor (Visiting) of Education. B.A., St. Andrews Presbyterian College, 1973; M.S., North Carolina Agricultural & Technical State University, 1976; Ed.D., Nova University, 1987.

**Edna Ann Osmanski Loftus (1977)**

Associate Dean for Academic Affairs. Professor of English. B.A., Sweet Briar College, 1972; M.A., Ph.D., Princeton University, 1974, 1977.

**William J. Loftus (1974)**

Professor of French and Spanish. B.A., University of Scranton, 1967; M.A., Ph.D., Pennsylvania State University, 1969, 1973.

**William T. McConnell, Jr. (2003)**

Assistant Professor of Choral Music. B.M., Oral Roberts University, 1982; M.M., East Carolina University, 1991; D.M.A., University of Cincinnati College-Conservatory of Music, 1998.

**Christopher McDavid (1996)**

Associate Professor of Art. B.F.A. University of Kentucky, 1986; M.F.A. Florida State University, 1989.

**Stephanie McDavid (1992)**

Associate Professor of Art. B. A., University of Kentucky, 1987; M.F.A. Florida State University, 1989.

**Mary McDonald (1989)**

References Services Librarian with the rank of Assistant Professor. B.A., St. Andrews Presbyterian College, 1979; M.L.S., North Carolina Central University, 1989.

**Margaret L. McElveen (2000)**

Director of Equestrian Program. Instructor in Sport Studies. B.A., Sweet Briar College, 1971.

**George E. Melton (1968)**

Distinguished Professor of History. B.S., Davidson College, 1954; M.A., Ph.D., University of North Carolina at Chapel Hill, 1956, 1966.

**John F. Moeller (2001)**

Assistant Professor of Biology. B.A., University of California at San Diego, 1987; Ph.D., University of California at Santa Barbara, 1995.

**Sean A. Moore (2004)**

Music Accompanist/Instructor of Music. B.M., Memphis State University, 1990; M.M., University of Memphis, 1997.

**Michael S. Morton (2000)**

Associate Professor of Chemistry. B.S., Florida Institute of Technology, 1991; Ph.D., University of Kentucky, 1997.

**Corinne L. Nicholson (1989)**

Associate Professor of Business. B.A., Salem College, 1972; M.B.A., University of North Carolina at Charlotte, 1988.

**Daniel Ott (2004)**

Assistant Professor of Religious Studies. B.M., West Virginia University, 1993; M.Div., Louisville Presbyterian Theological Seminary, 1996; Ph.D., Claremont Graduate University, 2006.

**Richard C. Prust (1967)**

Distinguished Professor of Philosophy. B.A., University of Wisconsin, 1961; B.D., Yale University, 1964; Ph.D., Duke University, 1970.

**Rhoda Ramirez (2003)**

Assistant Professor of Education. B.S., M.A., Western Kentucky University, 1970, 1970; Ph.D., Southern Illinois University, 1979.

**L. Howard Reichner (1992)**

Director of Athletics. Instructor of Politics. B.A. University of California at Santa Barbara, 1960; M.P.A., University of Tennessee, 1974.

**William W. Rolland (1968)**

Associate Professor of Mathematics and Computer Science Emeritus. B.A., King College, 1954; Ph.D., Duke University, 1963.

**Lawrence E. Schulz (1971)**

Professor of Politics and Asian Studies. B.A., University of Redlands, 1965; M.A., Ph.D., Claremont Graduate University, 1967, 1972.

**Linda L. Schoonmaker (2006)**

Associate Professor of Sport Management. A.A., Orange County Community College, 1968; B.S., M.S., State University of New York at Brockport, 1970; 1972; Ph.D., Ohio State University, 1983.

**Pebbles Turbeville (2000)**

Assistant Professor of Sport Studies. B.A., Columbia College, 1987; M.A., North Carolina State University, 1991.

**Carl F. Walters (1982)**

Warner L. Hall Professor of Religious Studies. B.A., Southwestern at Memphis (Rhodes College), 1956; B.D. (M.Div.), Th.M., Ph.D., Union Theological Seminary, 1959, 1960, 1964.

## **Faculty Emeriti**

### **Ronald H. Bayes**

Writer-in-Residence and Distinguished Professor of Creative Writing Emeritus. B.S., M.S., Eastern Oregon College; University of Pennsylvania; Litt. D.M., Università Delle Arti; L.H.D., St. Andrews Presbyterian College.

### **Carl D. Bennett**

Distinguished Professor of English Emeritus. B.A., M.A., Ph.D., Emory University.

### **Margaret W. Bennett**

Associate Librarian and Cataloger with the rank of Associate Professor Emerita. B.A., A.B., Emory University.

### **P. Leslie Bullock**

Professor of Religion Emeritus. B.S., North Texas State College; B.D., Th.M., Th.D., Union Theological Seminary in Virginia.

### **Rodger W. Decker**

Professor of Education and Psychology Emeritus. B.A., Hope College; M.S., State University of New York at Albany; Ed.D., Columbia University.

### **Harry L. Harvin**

Professor of History and Politics Emeritus. B.A., Wofford College; M.A., Ph.D., Duke University.

### **Herbert A. Horn**

Professor of Piano Emeritus. B.M., DePaul University; M.M., D.M.A., University of Southern California.

### **Catharine E. Neylans**

Professor of Romance Languages Emerita. B.A., Wesleyan College; M.A., Ph.D. University of North Carolina at Chapel Hill; M.A., Middlebury College.

### **William W. Rolland**

Associate Professor of Mathematics and Computer Science Emeritus. B.A., King College, 1954; Ph.D., Duke University, 1963.

### **Julian L. Smith**

Professor of Physical Education Emeritus. B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Ohio State University.

## **Other Faculty**

### **William M. Alexander**

Distinguished Professor of Philosophy and Religion. A.B., Davidson College, 1950; B.D., Louisville Presbyterian Theological Seminary, 1953; S.T.M., Harvard University, 1957; Ph.D., Princeton Theological Seminary, 1961.

### **Mary Frances Avery**

Director, St. Andrews/Sandhills Campus Program. B.S., East Carolina University, 1968; M.A., Appalachian State University, 1973; Ed.D., Virginia Polytechnic Institute and State University, 1992.

### **Gary Aycock**

Visiting Faculty in Sport Studies. B.S., M.S. candidate, University of North Carolina at Pembroke, 2003.

### **Joe Baranik**

Visiting Faculty in Sport Studies. B.S., Lock Haven University, 1982; M.S., Slippery Rock University, 1985.

### **Ronald H. Bayes**

Writer-in-Residence and Distinguished Professor of Creative Writing Emeritus. B.S., M.S., Eastern Oregon College, 1955, 1956; University of Pennsylvania, 1959-60; Litt. D.M., Universita Delle Arti, 1982; L.H.D., St. Andrews Presbyterian College, 2005.

### **Mary Guy Beaver**

Visiting Faculty in Sport Studies. B.S., M.S., D.A., Middle Tennessee State University, 1972, 1984, 2000; M.S., Berry College, 1976.

### **Elizabeth Burris**

Visiting Faculty in Sport Studies. B.A., University of North Carolina at Charlotte, 2001; M.Ed., Florida Gulf Coast University, 2005.

### **William E. Carter, Jr.**

Visiting Faculty in Sport Studies. B.A., St. Andrews Presbyterian College, 1992; M.A., United States Sport Academy, 1994.

### **William S. Caudill**

Director of Scottish Heritage Center and Adjunct Instructor in Music. B.A., St. Andrews Presbyterian College, 1989.

### **Chris Chaffinch**

Visiting Faculty in Business and Sport Studies. B.S., M.B.A., Wesley College, 2000, 2002.

### **Lori Coher**

Visiting Faculty in Education. A.A., Herkimer County Community College, 1988; B.S., State University of New York at Buffalo, 1990; M.A., University of North Carolina at Pembroke, 2003.

### **Marijanet Doonan**

Director of Disability Services and Academic Resource Center. Adjunct Assistant Professor in Communication. B.A., Hunter College, City University of New York, 1974; M.A., Queens College, City University of New York, 1976; Ed.D., Fairleigh Dickinson University, 1981.



**Jacqueline M. Dwelle**

Visiting Faculty in Exercise Science and Sport Studies. B.S., Indiana Wesleyan University, 2003; M.B.A., East Carolina University, 2006.

**Kira Petr Gainey**

Visiting Faculty in Sport Studies. B.S., St. Andrews Presbyterian College, 2002.

**Kristi Hall**

Visiting Faculty in Sport Studies. B.S., Oklahoma Baptist University, 2001; M.S., University of Central Oklahoma, 2004.

**Sherry L. Hamby**

Visiting Faculty in Psychology. B.S., M.A., College of William and Mary, 1985, 1989; Ph.D., University of North Carolina at Chapel Hill, 1992.

**Elizabeth Harris**

Visiting Faculty in Sport Studies. B.A., St. Andrews Presbyterian College, 2001; M.Ed., Michigan State University, 2006.

**James F. Hedgpeth, Jr.**

Visiting Faculty in Business. B.A., M.A., N.C. State University, 1990, 1992; J.D., Campbell University, 2001.

**Elizabeth Bowden Hernandez**

Visiting Faculty in Writing. B.A., Belmont Abbey College, 2000, M.A., University of North Carolina at Pembroke, 2003.

**Stevan Hernandez**

Visiting Faculty in Sport Studies. B.A., Wingate University, 1997.

**Eileen G. Hodiak**

Visiting Faculty in Psychology. B.A., M.S.W., University of New York at Buffalo, 1978, 1980.

**Diane Innes**

Visiting Faculty in Business. A.A.S., Sandhills Community College; B.S. Ed., Western Carolina University; M.S., M.B.A. University of North Carolina at Pembroke.

**David C. Johnson**

Visiting Faculty in Psychology. B.S., North Dakota State University, 1987; M.A., University of North Florida, 1990.

**David G. Johnson**

Visiting Faculty in Sport Studies. B.S., Benedict College, 1998; M.S., Capella University, 2005.

### **Bryan Koprowski**

Visiting Faculty in Sport Studies. B.S., California University of Pennsylvania, 2001; M.S., Indiana State University, 2004.

### **Dan Kreiger**

Visiting Faculty in Sport Studies. B.S., Pennsylvania State University, 2003.

### **James I. Lankford, Jr.**

Professor of Chemistry. B.S., University of Virginia, 1955; Ph.D., University of Miami, 1985.

### **Michael Lawson**

Visiting Faculty in Sport Studies. B.B.A., Marymount University, 1996; M.A., University of Maryland, 2001.

### **Billy Lee**

Visiting Faculty in Sport Studies. B.A., Mount Olive College, 1969; B.S., Atlantic Christian College, 1971; M.A., East Carolina University, 1977.

### **Raymond Lee**

Visiting Faculty in Mathematics. B.S., M.Ed., West Virginia Wesleyan College, 1987, 1989; Ph.D., American University, 1992.

### **Carmen Lentz**

Visiting Faculty in Psychology. B.A., University of North Carolina at Chapel Hill, 1977; B.S., Pembroke State University, 1981; M.A., University of North Carolina at Pembroke, 1997.

### **Vicki Y. McKenzie**

Visiting Faculty in Education. B.S., Western Carolina University, 1974; M.S., Fayetteville State University, 1987; M.L.S., North Carolina Central University, 1995.

### **James R. Miles**

Visiting Faculty in Education. B.S., Eastern Michigan University, 1971; M.A., East Carolina University, 1981.

### **Chad H. Morgan**

Visiting Faculty in History. B.A., University of Florida, 1996; M.A., Ph.D., University of North Carolina at Chapel Hill, 1998, 2003.

### **Joseph Navarro**

Visiting Faculty in History. B.A., University of Alaska Anchorage, 1990; M.A., American Military University, 1997.

### **Pamela Patterson**

Visiting Faculty in Education. A.S., Sandhills Community College, 1988; B.S., M.Ed., University of North Carolina at Pembroke, 1994, 2002.

### **William A. Prosser III**

Visiting Instructor in Accounting. CPA; B.A. Bowdoin College, 1958; M.A., Ball State University, 1969.

### **Frances Purcell-Abbott**

Visiting Faculty in Psychology. B.A., Radford College, 1969; M.S., Virginia Commonwealth University, 1973.

### **Mary de Rachewiltz**

Adjunct Professor of Literature. Litt.D. University of Idaho, 1978; L.H.D., St. Andrews Presbyterian College, 1991.

### **S. W. de Rachewiltz**

Adjunct Professor of Literature. B.A. Rutgers University, 1969; A.M., Harvard University, 1972; Laurea in lingue e letterature straniere moderne Università di Urbino, 1973; Ph.D., Harvard University, 1983; L.H.D., St. Andrews Presbyterian College, 2002.

### **Ronald L. Saylor**

Visiting Faculty in Business. B.S., Iowa State University, 1958; J.D., University of Iowa, 1964.

### **Dora Sharber**

Visiting Faculty in Education. B.S., M.A., M.A., East Carolina University, 1968, 1973, 1977.

### **Elaine M. Sills**

Visiting Faculty in Education. B.M., M.M., University of North Carolina at Greensboro, 1964, 1973.

### **Stephen E. Smith**

Visiting Faculty in Creative Writing. B.A., Elon College, 1969; M.F.A., University of North Carolina at Greensboro, 1971.

### **Ivey Thigpen**

Visiting Faculty in Education. B.S., Atlantic Christian College, 1974; M.A., Pembroke State University, 1980.

### **Regina Varos**

Visiting Faculty in Sport Studies. B.S., M.Ed., University of North Carolina at Pembroke, 2000, 2002.

### **Alice L. Wilkins**

Visiting Faculty in Music. B.A., Houghton College, 1960; M.S., Columbia University, 1962.

### **Ted Wojtasik**

Visiting Faculty in Creative Writing. B.A., George Washington University, 1979; M.F.A., Columbia University, 1987; Ph.D., University of South Carolina, 1998.

# Appendix

## General and Restricted Funds

**The following named endowment funds of at least \$10,000 have been established:**

The H.T. Atkins Fund  
The Board of Christian Education - Chair of Bible  
The Jack Burris Rehabilitation Center Endowment Fund  
The Class of 1991 Faculty Development Award  
Neill Alexander & Augusta Evans Currie Memorial Library Fund  
George R. DuPuy Memorial Library Fund  
The E. Hervey Evans Visiting Fellows Program  
The Harriet D. Fouke Endowment Fund  
The Jane Gribble Fullen Faculty Development Fund  
Robert F. Gustafson Faculty Award for Excellence  
The Warner L. Hall Chair of Religion and Philosophy  
The Hillsdale Endowment Fund  
The Jefferson-Pilot Distinguished Professorship  
Canon Douglas Lachlan Maclean Memorial Scottish Book Fund  
The Mary Franklin Jones McCoy Music Fund  
The McGaw Chair of Science  
The Morgan Music Fund  
The Flora McKinnon Perry Endowed Book Fund  
The Lura A. and W.W. Rader Electron Microscopy Fund  
The Kate Bitting Reynolds Fund  
Charles Bascombe Shaw Scottish Fund  
The Scottish Fund  
The St. Andrews Honors Program  
The St. Andrews Press Endowed Fund  
The Wachovia Fund for Excellence  
The Women of the Church - Chair of Bible

**Other funds of at least \$1,000 have been given for endowment purposes in the name of the following:**

Alumni Faculty Development Fund  
A.R. Bland, Sr, Adel Scott Bland, and A.R. Bland, Jr. Family  
Memorial Library Fund  
The Margaret W. Bowen Endowed Fund  
Katherine S. Boyd  
Leslie Bullock Religion Fund  
Wendy Ann Crapsey Memorial Library Fund  
Margaret J. Denny  
Elise Academy  
Goldsboro First Presbyterian Church Endowment  
Mr. and Mrs. Hiram Grantham  
L. Spencer Ludlow Philosophy Book Fund  
The Jeanette McClelland Library Fund  
John Daniel McKay Memorial Fund  
St. Andrews College Chaplaincy Endowment

Daniel Schuman Philosophy Essay Award  
Blair Pierce Turner History Prize  
George M. Wilcox  
James Wilson and Emma Holt White  
Endowed Scholarship Funds

**The following named scholarship funds of at least \$10,000 have been established:**

The David Leon Alexander Scholarship Fund  
Sarah Land Alexander Scholarship Fund  
The Alumni Association Scholarship Fund  
The Robert C. & Sadie G. Anderson Scholarship Fund  
The Julia Bridgers Ashley Memorial Fund  
Lilly Graham Auman Scholarship Fund  
The Mattie B. McLean Baldwin Scholarship Fund  
The Jonathon Coleman Barger Memorial Scholarship Fund  
The Belk Memorial Scholarship Fund  
Carl D. and Margaret W. Bennett Scholarship Fund  
The John Blue Scholarship Fund  
The Dr. Waylon and Margaret McDonald Blue Scholarship Fund  
Martha Cross Bradberry Scholarship Fund  
Lucy Harrington Brewer Scholarship Fund  
Brock Family Scholarship Fund  
The William Flowe Brown Scholarship Fund  
Brownson Memorial Presbyterian Church Scholarship Fund  
James E. and Mary Z. Bryan Scholarship Fund  
The Edith Williams Bullock Scholarship Fund  
The Leslie Bullock Scholarship Fund  
The Burlington First Presbyterian Women's Scholarship  
The Nancy Boyle Caballero Music Scholarship  
The William Ralston Campbell and Della Martin Campbell Scholarship Funds  
The C. Fred Carlson Scholarship Fund  
The R. Don Carson Scholarship Fund  
The Church in the Pines Scholarship Fund  
Miriam Smith Grubb Clark Scholarship Fund  
The Class of 1952 Scholarship  
The Class of 1966 Scholarship  
The Class of 1992 Scholarship  
John A. Conant and George H. Johnson Scholarship Fund  
The Letha Copeland Education Fund  
The Robert F. Davidson Scholarship Fund  
William C. Duncan Memorial Scholarship Fund  
The Faculty Scholarship Fund  
The Fayetteville First Presbyterian Church Scholarship Fund  
Lt. Frank Moore Fisler Scholarship Fund  
The Ruth and Mary Fitzgerald Student Aid Fund  
Samuel Hewitt Fulton Scholarship Fund  
The E. L. Gaither Scholarship Fund  
The Hannah Katherine Gibson Scholarship Fund  
The Ernest Eugene and Mattie Lee Gillespie Scholarship Fund



Glaxo Science Scholarship for Women  
 The Greater Charlotte Foundation Scholarship Fund  
 The Elma and Price H. Gwynn, Jr. Scholarship Fund  
 Virginia Blair Carter Hagan Music Scholarship Fund  
 Ira M. Hardy III Scholarship Fund  
 The James J. Harris Trust Scholarship  
 Henderson Scholarship Fund  
 The Jane Flow and Joseph Eli Henderson Scholarship Fund  
 Thomas F. Henley Scholarship Fund  
 The Hensdale Scholarship Fund  
 The Mary B.A. Howell Scholarship Fund  
 International Students Scholarship Fund  
 Marian McLauchlin Jessup Memorial Scholarship Fund  
 The F. Badger Johnson Jr. International Fellowship  
 The Halbert M. Jones Memorial Scholarship Fund  
 The Emma Lillian Keigwin Scholarship Fund  
 The Ery W. Kehaya Scholarship Fund  
 The Ery W. and Helga Kehaya Scholarship  
 The Grace Whitaker Kehaya Scholarship  
 The Senah Critz and Charles A. Kent Scholarship Fund  
 The Lela and Jesse King Foundation Scholarship Fund  
 The Knight Foundation Scholarship Fund  
 The Sarah H. and Louis C. LaMotte Scholarship Fund  
 The Joseph H. Lansinger Scholarship Fund  
 The Laurinburg Presbyterian Church Scholarship Fund  
 The Edward H. Little Memorial Trust  
 Alice Ivey and Douglas Logan Scholarship Fund  
 The Lumberton First Presbyterian Church Scholarship Fund  
 The Hector MacLean Scholarship Fund  
 The A.H. McLeod Scholarship Fund  
 The Oscar Blue McCormick Scholarship Fund  
 The Mary and Foster McGaw Scholarship Fund  
 The McGraw Pipe Band Scholarship Fund  
 The McLaurin Brothers (J.W., Thomas H., Roy & Ed) Scholarship Fund  
 The Almena Currie McLean Scholarship Fund  
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 The Sallie Flora McEachern McNeill Memorial Scholarship Fund  
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 The Charlotte W. Newcombe Endowed Memorial Scholarship Fund  
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 The Beulah Averitt Parker Memorial Scholarship Fund  
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 Cyril O. Spann Scholarship Fund  
 The Frances Ley Springs Scholarship Fund  
 The St. Andrews Covenant Presbyterian Church Scholarship Fund  
 The Lucy Steele Scholarship Fund  
 The Franz G. Stillfried Memorial Scholarship Fund  
 S. Pickney and Julia Dickson Stowe Scholarship Fund  
 The Algernon Sydney Sullivan Scholarship Fund  
 The Algernon Sydney Sullivan Foundation Endowed Scholarship is a need-based  
 award given on the demonstrated aid eligibility, academic promise and demon-  
 strated high personal character and commitment to public service.  
 The William Mills Taylor Scholarship Fund  
 Margaret Ann McLeod Teabeaut and  
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 The Charles H. Trexler Scholarship Fund  
 The Anne Blue Tucker Scholarship Fund  
 The Mattie Rebecca Turner Memorial Scholarship  
 The Charles G. Vardell Memorial Scholarship Fund  
 The Roy Edward Watts Scholarship Fund  
 The Margaret Kelly Wells Scholarship Fund  
 The J. Harvey White Scholarship Fund  
 The Jo Ann Williams Memorial Scholarship Fund  
 The Wilmington First Presbyterian Church Scholarship Fund  
 Krissten C. Zimmerman Scholarship Fund

**Other funds of at least \$1,000 have been given for scholarship purposes in the name of the following:**

William Amos Abrams Memorial Scholarship  
 Dr. and Mrs. Robert Anderson  
 William M. Baker  
 Mrs. James F. Blue  
 James Boyd  
 Harry L. Brockman  
 Rowland A. Brown  
 Andrew Bryson  
 Duncan G. Calder, Jr.  
 Carolina Telephone and Telegraph Company

Chadbourn Presbyterian Church  
The Class of 1993 Scholarship Fund  
Currie and Paterson Memorial  
William Drake  
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The Hawley Memorial Fund  
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Andrew J. Howell  
Huntersville Presbyterian Church  
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Paul Guthrie Jones  
Junior Services League of Laurinburg  
Lenoir First Presbyterian Church  
Katherine, Mary Patterson and Mattie Livingston  
Locust Presbyterian Church  
Hattie McBride  
Dr. Davis McBryde  
Daniel Archibald McCormick  
Bessie McNeill McEachern  
Annie E. McIntyre  
Dani John and Evaline Stafford McKay  
John W. McLaughlin  
Antress McLean  
David A. McLean  
Andrew Calhoun McLeod  
Flora McLean McLeod  
Mr. and Mrs. George F. McMillan  
J. L. McMillan  
James L. McNair  
William and Ida Carmichael McQueen  
Mebane Presbyterian Church  
Angus McKinnon Morgan  
Mark Morgan

Harry H. and Lois R. Munroe  
 Olney Presbyterian Church  
 Orange Presbytery  
 Osteen-Woodson Scholarship  
 Fannie Bullock Pullen  
 Reidsville First Presbyterian Church  
 Rockingham First Presbyterian Church  
 St. Andrews Society  
 Jessie Schoelkoff  
 Kate, Lela and Margaret Shaw  
 The Sinnott Scholarship  
 Alvin H. Smith  
 Thomas Stamps  
 Leroy A. Sadler  
 Statesville First Presbyterian Church  
 Mr. and Mrs. J. D. Stewart  
 Thomasville First Presbyterian Church  
 Katherine Allen and Jane Dickson Bell Vardell  
 Linda Vardell  
 Lea and Ella Wallace  
 Ward Scholarship Fund for Music & Business  
 White Hill Presbyterian Church  
 Mary Gale Carter White  
 Jessie Chandler Willard  
 Marion Stokes Williamson  
 Wilmington Presbytery Scholarship Fund  
 Elizabeth Yongue

## **Loan Funds**

**The following loan funds of at least \$10,000 have been established:**

The Jennie E. Alexander Loan Fund  
 The George Washington Braddy Loan Fund  
 Mattie Lee Smith Byrd Loan Fund  
 Ruth and Mary Fitzgerald Loan Fund  
 The Miriam R. and Darius Flinchum Fellows Incentive Fund  
 The James Madison Graham Memorial Loan Fund  
 The T. M. Stanback Loan Fund

**Other funds of at least \$1,000 have been given for loan purposes in the names of the following:**

Andrew Bryson  
 J. F. McNair  
 J. L. McNair  
 The Masonic Order  
 Dr. O. L. Parker  
 The Smyth Family  
 Julia Stewart  
 Mrs. J. D. Swinson  
 Mrs. Emma G. Thorpe

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